


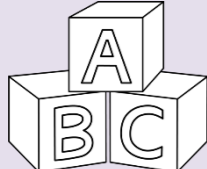


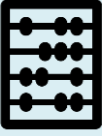



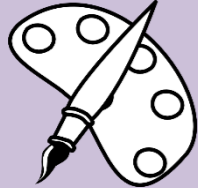

# EYFS Curriculum

Careful consideration has been given to which themes, texts and experiences will excite the students and provide opportunities to teach the students what we want them to learn. Any themes we introduce are starting points for the children's play and learning as we are keen to develop themes following the children's interests and ideas. The themes we cover are very flexible and interests driven by the children are woven in our planning as they arise.

	Autumn Term		Spring Term		Summer	
	1a	1b	2a	2b	3a	3b
<b>Communication and Language</b> 	<b>Building Communication Foundations</b> Students will: <ul style="list-style-type: none"> <li>• Develop listening and attention skills through sensory activities.</li> <li>• Begin to understand and follow simple instructions and school routines.</li> <li>• Engage in expressive language, using gestures and simple words during play.</li> <li>• Explore vocabulary around us, like things we see and do every day. Use pictures to help students name and talk about these common things.</li> </ul>	<b>Developing Expressive Communication</b> Students will: <ul style="list-style-type: none"> <li>• Strengthen expressive communication skills using visual aids like PECS.</li> <li>• Develop vocabulary through themed units, expressing needs and preferences.</li> <li>• Participate in simple storytelling activities to enhance narrative skills.</li> <li>• Connect vocabulary to visual supports and incorporate hands-on activities for increased engagement.</li> </ul>	<b>Enhancing Receptive Language</b> Students will: <ul style="list-style-type: none"> <li>• Enhance listening skills through interactive games and activities.</li> <li>• Follow one-step and progress to two-step instructions.</li> <li>• Use visual supports alongside verbal instructions for better understanding.</li> <li>• Learn vocabulary about people and jobs in the community by connecting them to real experiences. Use pictures, stories, and visits to reinforce understanding.</li> </ul>	<b>Expanding Vocabulary</b> Students will: <ul style="list-style-type: none"> <li>• Expand vocabulary through child-led themed units, experiencing related sensory activities.</li> <li>• Practice using words that describe size, weight, number, and position.</li> <li>• Begin to participate in increased narratives, and sequence of events.</li> <li>• Learn more vocabulary to describe things, such as colours and shapes.</li> </ul>	<b>Developing Social Communication Skills</b> Students will: <ul style="list-style-type: none"> <li>• Participate in planned/familiar conversations to improve social communication.</li> <li>• Practice turn-taking through structured activities and games</li> <li>• Join group activities with visual support to work together better.</li> <li>• Develop vocabulary around feelings and time using pictures and real-life examples.</li> </ul>	<b>Transition and Integration</b> Students will: <ul style="list-style-type: none"> <li>• Remember and practice words already learnt, using pictures and routines.</li> <li>• Use new words in different situations, applying knowledge learnt.</li> <li>• Use language on purpose to explain, retell, and describe, encouraging expressive language growth.</li> </ul>
<b>Personal, Social and Emotional Development</b> 	<b>Building Self-Confidence and Awareness</b> Students will: <ul style="list-style-type: none"> <li>• Develop a positive sense of self through structured activities.</li> <li>• Explore personal preferences and routines, gaining an understanding of the school's rules and values.</li> <li>• Engage in activities incorporating visuals to provide a sense of security, creating an environment that supports their emotional well-being and</li> </ul>	<b>Managing Feelings and Behaviour</b> Students will <ul style="list-style-type: none"> <li>• Actively participate in identifying and labelling a range of feelings using visuals and interactive tools.</li> <li>• Learn strategies for managing and regulating emotions through structured activities and zones of regulation.</li> <li>• Practice appropriate behaviour and explore how to be a good friend.</li> <li>• Play with peers to build, play, and contribute to a</li> </ul>	<b>Forming Positive Relationships</b> Students will: <ul style="list-style-type: none"> <li>• Build positive relationships with both peers and adults through guided interactions.</li> <li>• Focus on developing basic social skills, including turn-taking and sharing, with the support of visuals.</li> <li>• Utilise visual supports to enhance understanding of social interactions.</li> <li>• Gain skills in using their independence, selecting and utilising classroom resources.</li> </ul>	<b>Developing Listening and Attention Skills</b> Students will: <ul style="list-style-type: none"> <li>• Actively engage in strengthening listening and attention skills through structured activities.</li> <li>• Develop the skills for taking turns and actively practice these skills.</li> <li>• Use visual cues to support and enhance their listening and attention.</li> <li>• Gain knowledge about the names of feelings and develop the ability to manage personal hygiene, including</li> </ul>	<b>Exploring Independence and Self-Care</b> Students will: <ul style="list-style-type: none"> <li>• Develop independence by participating in age-appropriate tasks with less guidance.</li> <li>• Become more independent in basic self-care skills, use visuals and routines for support.</li> <li>• Learn about personal space and boundaries through structured and interactive activities.</li> <li>• Express how they feel and express their feelings on</li> </ul>	<b>Building Resilience and wider Relationships</b> Students will: <ul style="list-style-type: none"> <li>• Develop resilience through play and problem-solving activities.</li> <li>• Explore diversity and different family structures through inclusive discussions.</li> <li>• Initiate positive relationships with adults and peers across the school (transition) supported by visuals.</li> </ul>

	growth.	sense of community.		tasks like handwashing and toileting.	stories and events.	
Physical Development 	<b>Foundations of Physical Development</b> Students will: <ul style="list-style-type: none"> <li>Develop basic fine motor skills through sensory activities.</li> <li>Explore and engage in movement activities that promote body awareness and gross motor movements.</li> <li>Build an understanding of the importance of physical activity in structured routines.</li> </ul>	<b>Fine and Gross Motor Skills</b> Students will: <ul style="list-style-type: none"> <li>Focus on refining both fine and gross motor skills through purposeful activities.</li> <li>Engage in activities that enhance coordination and balance.</li> <li>Use visuals and structured routines to support participation in physical tasks.</li> </ul>	<b>Sensory Integration and Body Control</b> Students will: <ul style="list-style-type: none"> <li>Explore sensory integration activities to enhance body awareness.</li> <li>Develop control over body movements such as rolling, jumping and skipping.</li> <li>Practice negotiating space and obstacles safely.</li> <li>Explore different movement styles to match situations e.g. crawling through tunnels etc.</li> <li>Use a range of tools effectively such as mark making tools and scissors</li> </ul>	<b>Spatial Awareness and Coordination</b> Students will: <ul style="list-style-type: none"> <li>Enhance spatial awareness through guided movement activities in PE lessons.</li> <li>Develop coordination skills in both individual and group settings.</li> <li>Develop strength, balance and co-ordination when using equipment such as trikes and scooters.</li> <li>Begin to take part in small group games in PE.</li> </ul>	<b>Active Play and Social Engagement</b> Students will: <ul style="list-style-type: none"> <li>Participate in active play to foster social engagement and interaction (outdoor games focus).</li> <li>Develop collaborative physical skills through structured group activities.</li> <li>Develop ability to make large scale movements and balance.</li> <li>Practice the use of one-handed tools and equipment such as on the allotment and in the forest school.</li> </ul>	<b>Building Independence in Physical Activities</b> Students will: <ul style="list-style-type: none"> <li>Increase independence in self-care tasks related to physical well-being.</li> <li>Engage in physical activities that support overall health and fitness.</li> <li>Apply learned skills in a variety of games in PE with a focus flexibility.</li> <li>Use a range of small tools effectively.</li> </ul>
	<b>Throughout the year student will also have:</b> <ul style="list-style-type: none"> <li>Weekly PE sessions with a sports coach.</li> <li>Swimming lessons in the local hydro pool.</li> <li>Forest School sessions onsite for nature-based physical activities.</li> <li>Food technology lessons focusing on healthy eating and use of basic utensils.</li> </ul>					
Pre-Phonics 	<b>By The end of the phase students will:</b> <ul style="list-style-type: none"> <li>Have experiences a wealth of listening activities including song stories and rhymes.</li> <li>Be able to distinguish between speech sounds and many will be able to segment and bend orally.</li> </ul> The activities introduced in this phase are intended to continue when formal phonics sessions begin as lots of practice is needed before students will become confident in their phonic knowledge and skills.					
	Environmental	Instrumental	Body Percussion	Rhythm and Rhyme	Alliteration	Voice Sounds
	The focus is to heighten students' awareness and develop listening skills through activities like listening walks, outdoor sounds, sound comparisons.  <b>Students will:</b> <ul style="list-style-type: none"> <li>Notice sounds around them</li> <li>Recognise that different objects make different sounds</li> <li>Start to identify and name sounds</li> <li>Talk about environmental sounds; describing and comparing.</li> </ul>	The focus is to enhance students' awareness of sounds from different instruments and noise makers. Activities involve comparing and matching instruments and quiet sounds.  <b>Students will:</b> <ul style="list-style-type: none"> <li>Explore instrumental sounds</li> <li>Build awareness of how to use instruments to make sounds</li> <li>Start to identify the sounds of familiar instruments and name some of them</li> <li>Talk about instrumental sounds describing and comparing them</li> <li>Uses instruments to recreate a sound from a given instruction e.g. The drum loudly shake the tambourine quietly</li> </ul>	The focus is to develop students' awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.  <b>Students will:</b> <ul style="list-style-type: none"> <li>Explore the sound their body can make.</li> <li>Join in and copy actions to familiar songs</li> <li>Build awareness of how they can change body sounds.</li> <li>Create their own sequence of sounds using their body</li> <li>Follow instructions to create different sounds using their body e.g. stamp your feet loudly or clap your hands softly.</li> </ul>	This aspect aims to develop students' appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories; rhyming bingo; clapping out the syllables in words; and odd one out.  <b>Students will:</b> <ul style="list-style-type: none"> <li>Join in with songs and rhymes</li> <li>Recognise familiar rhymes and rhythms</li> <li>Recognise that words rhyme</li> <li>Copy and keep a simple beat</li> <li>Join in and copy breaking words in to syllable</li> <li>Paly with thyme making up silly words and rhyming strings.</li> <li>Break words down into syllables with a beat</li> <li>Create own beat and explore</li> </ul>	The focus is on initial sounds of words with activities including I-Spy type games and matching objects which begin with the same sound.  <b>Students will:</b> <ul style="list-style-type: none"> <li>Explore the initial sound of words.</li> <li>Select objects with a given initial sound from a choice of two.</li> <li>Begin to identify initial sounds of words</li> <li>Match objects with the same initial sound</li> <li>Play with alliteration</li> </ul>	The focus is to distinguish between different vocal sounds and to begin oral blending and segmenting. .  <b>Students will:</b> <ul style="list-style-type: none"> <li>Explore different mouth movements and sounds</li> <li>Copy different voice sounds and mouth movements</li> <li>Make a variety of different voice sounds such as animal noises.</li> <li>Begin to say speech sounds clearly (age appropriate)</li> <li>Create and invent their own voice sounds.</li> <li>Begin to count sounds in words</li> </ul>

				creating rhythm.		
	Students will begin more formal phonics session when appropriate. We use the Read Write Inc approach which teaches phonics in a systematic, synthetic manner, and students who use the programme are assessed on a regular basis to ensure they are working at a challenging level in a group that matches their ability. The programme is taught alongside the wider literacy curriculum and assists students in increasing their decoding, comprehension, and fluency skills. Please see the Bright Futures Phonics Curriculum for more information on the program's content and progression.					
Literacy 	<b>Signage and Symbols</b> <b>Students will:</b> Explore symbols and signs in the classroom and community. Begin to understand the purpose of print through visuals. Engage in early mark-making activities.	<b>Emergent Literacy Skills</b> <b>Students will:</b> Develop early mark-making skills and letter formation. Recognise and write their own names. Explore books and stories through visuals and simple reading comprehension activities.	<b>Building Print Awareness</b> <b>Students will:</b> Explore different types of print and their purposes. Learn left-to-right and top-to-bottom reading orientation. Identify and name different parts of a book.	<b>Developing Listening Skills</b> <b>Students will:</b> Engage in role-play scenarios with a focus on listening skills linked to reading. Develop vocabulary through class reading books. Understand and anticipate key events in stories during role-play activities.	<b>Rhymes, Poems and Writing</b> <b>Students will:</b> Sing nursery rhymes independently. Spot and suggest rhymes during literacy activities. Use print and letter knowledge in early writing, such as writing pretend shopping lists.	<b>Further Literacy Exploration</b> <b>Students will:</b> Draw freely and recognize some print, such as the first letter of their name. Notice and identify words and symbols in the environment. Independently enjoy and engage with books, repeating words, asking questions, and sharing ideas.
Mathematics Number SS&M 	<b>Foundations of Mathematical Understanding</b> <b>Students will:</b> Engage in activities to match and sort objects. Compare amounts and explore concepts of more and less. Begin representing and comparing numbers 1-3 through visuals. Explore size, mass, and capacity through hands-on experiences. Investigate patterns through various activities.	<b>Exploring Numbers and Shapes</b> <b>Students will:</b> Continue representing and comparing numbers 1-3. Compose and decompose numbers 1-3 through practical activities. Progress to representing numbers up to 5. Explore concepts of 1 more and 1 less. Investigate circles, triangles, and shapes with four sides. Develop positional language and understand sequencing of events	<b>Introduction to More Complex Concepts</b> <b>Students will:</b> Explore the concept of zero. Compare numbers up to 5 and work on composition and decomposition. Introduce numbers 6, 7, and 8. Combine two groups to understand addition. Compare mass and capacity in more complex scenarios. Work on making pairs.	<b>Building on Numbers and Patterns</b> <b>Students will:</b> Extend their understanding to building and comparing numbers 9-10. Compare numbers up to 10 and understand bonds to ten. Explore length and height in various contexts. Introduce the concept of time in a more structured way. Investigate 3D shapes and recognize patterns.	<b>Advancing Numerical Concepts</b> <b>Students will:</b> Build numbers beyond 10 through hands-on activities. Count patterns beyond 10 and explore addition and subtraction. Practice adding more and taking away in practical scenarios. Develop spatial reasoning through activities like matching, rotating, and manipulating. Continue exploring spatial reasoning in different contexts. Compose and decompose numbers in varied ways.	<b>Moving On</b> <b>Students will:</b> Learn the concept of doubling through practical examples. Explore sharing and grouping in different scenarios. Understand the concepts of even and odd numbers. Deepen understanding of patterns and relationships. Engage in more complex spatial reasoning activities. Further explore mapping concepts.
Understanding the World Natural World People and Communities/ Past and Present 	Over the year, the students will explore seasonal change and weather through outdoor observations and seasonal experiences. They will also gain cultural awareness by engaging with diverse books and stories, and education visits/trips, fostering a deeper understanding of diverse communities and cultures.					
	<b>Celebrate Me!</b> Talking/sharing about my home and Family; identifying how we are similar and different to our friends in class. Naming body parts, senses and learning about being healthy. Learning about how to look after myself.  <b>My Environment and wider community;</b> local features and simple maps. Exploring the local environment; school, dining hall, woodland, parks, fields road street etc. Explore the wider world via	<b>Celebrations;</b> Identifying & exploring community celebrations such as Bonfire night, Christmas, Harvest etc. Along with wider community celebrations such as Diwali.  <b>Family celebrations;</b> Wedding, birthdays etc. Exploring the differences between how we and how others celebrate.  <b>Special Places;</b> Explore special places, including churches and other places of worship.	<b>Special People;</b> Identifying and Talking about important people in our lives, community and important people in history; Explore emergency services and people who help us.  <b>Amazing Animals;</b> Compare and sort animals based on land, sea, and air habitats. Examine features of animals and their environments. Explore pets at home and those in zoos, noting differences and similarities.	<b>Magic Materials;</b> Investigating materials, thinking about how they are used and why (simple properties). Investigate sinking and floating of different materials. Exploring light and shadows.  <b>Including Recycling;</b> Exploring how we recycle in school/home.  <b>Changing states;</b> Observe changes in materials, including freezing, melting, and changes in texture. Explore cooking as a way to combine ingredients and	<b>Growing and Change;</b> Observe natural processes and changes in growing and life cycles. Exploring the life cycles of chickens, caterpillars, and plants; ducks and chick eggs in school, accessing the allotment  <b>Farm;</b> Explore what lives on a farm, why we have farms and what they produce. .  Compare farms in different countries and explore food from around the world.	<b>Travel;</b> Discuss and comment on different countries, cultures, and traditions through stories.  <b>Different places;</b> Comparing different, locations such as seaside, countryside, city etc. Visiting different locations and making observations.  <b>Transport;</b> naming and sorting different types of transport vehicles and looking at transport from the past.

	topic picture books.			observe changes.		
<p>Creating with Materials</p> 	<p>Students will explore;</p> <p><u>Drawing</u> using shapes / lines / marks/ patterns (zigzag etc).</p> <p><u>Joining materials</u> using simple tools; PVA, glue stick, tape / scissors.</p> <p><u>Collage materials</u>; straw, wool, glitters, feathers, natural materials, sequins etc.</p>	<p>Students will explore;</p> <p><u>Combining materials</u> for effect/purpose.</p> <p><u>Colour and Paints</u>: colour names, brushes, stamps, sponges, fingers, natural materials.</p> <p><u>Creating effects using tools</u>; Scratching, dots, lines, shading, spatting, splashing, dripping, etc</p>	<p>Students will explore;</p> <p><u>Combing shapes</u> and lines to represent (draw) their ideas.</p> <p><u>Mark making tools for effect</u>: pencils crayons, felts, chalk, paint etc.</p> <p><u>Using ICT</u> paint programmes to create art.</p>	<p>Students will explore;</p> <p><u>Joining and combining materials</u> for design: split pins, clips, staples, papier-mâché weaving, texture.</p> <p><u>DI</u>: Creating models and constructing using card, tubes, fabrics, boxes, foil, string etc.</p>	<p>Students will explore;</p> <p><u>Colour</u>: Colour mixing, choice and patterns. To explore alternative media: watercolour, pastel, ink, marbling.</p> <p><u>Shape and Symmetry</u>: Irregular painting patterns, simple symmetry.</p>	<p>Students will explore;</p> <p><u>Drawing</u>; arrangement and details, observation drawings and portraits.</p> <p><u>Textiles</u>: tearing, cutting, overlapping, sticking and arranging shapes and materials for effect.</p> <p>Artist study: Andy Goldsworthy/Kandinsky/Georgia O'Keefe.</p>
	Malleable	Rolling, spreading, patting and shaping using hands and simple tools				
<p>Being Imaginative</p> 	<p>Singing and Rhyme Exploration</p> <p>Develop sound knowledge through singing and rhyming. Engage in singing and rhyming activities. Explore role-playing based on known experiences and events.</p>	<p>Performance and Storytelling</p> <p>Enhance expressive skills through performance, singing, and dancing. Participate in performance-based singing and dancing (Christmas production). Practice retelling known stories using role-play.</p>	<p>Instruments and Storytelling</p> <p>Explore instruments and sounds for sensory engagement. Experiment with different instruments and sounds. Build stories through narrative using small world and puppet shows.</p>	<p>Movement and Rhythm</p> <p>Develop motor skills and rhythmic awareness through dance. Respond to music with body movements. Create movements to match music and move rhythmically.</p>	<p>Music and Story Integration</p> <p>Objective &amp; Skills: Listen to and respond to music for emotional engagement. Use music to accompany and enhance storytelling.</p>	<p>Creativity</p> <p>Encourage the creation of original music and dance. Act out personal stories through collaborative role-play with friends. Express creativity through creating unique music and dance sequences.</p>
Trips and experiences	Library visit Family Events	Harvest Festival Christmas Production Christmas Markets	Visit from emergency services; nurse, fire brigade and Police Zoo Trip	Cooking sessions Music Festival	Duck/chick eggs in class Caterpillars in class	Seaside/Beach trip Summer Fate