



EYFS CURRICULUM ST MARY'S CHURCH OF ENGLAND SCHOOL 2024 - 2025

“ We value and appreciate the importance of continuous provision inside and by using our outdoor classroom. We recognise that children’s resilience and ability to problem solve comes from the ability to explore all areas of learning. We provide children at St Mary’s with experiences that develop a sense of curiosity and excitement. At St Mary’s our main goal is for children to feel safe and happy at all times. When children start on their learning journey with us we put communication at the forefront of all that we do. We greatly value the relationships we develop with parents during this vital year.”

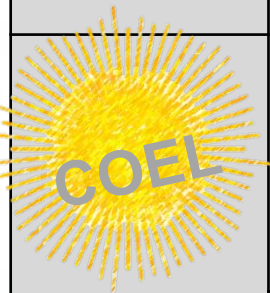

Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’, Development Matters, Birth to Five & children’s interests.

Our EYFS curriculum provides the Foundations for a successful start to school life, we have a strong focus on oracy, providing many opportunities through learning and play experiences to practice conversing with others and listening to others.

Our children experience all areas of learning as stated in the EYFS Framework 2021, preparing them with strong and solid foundations to ensure they can flourish as they move into Year 1 and the rest of their school journey.

We recognise that the curriculum in Foundation Stage should also consider the interests of the children whilst fostering a love of learning and enthusiasm for Primary School and beyond...

EYFS AREAS OF LEARNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MAGICAL ME!	MY WONDERFUL WORLD!	HOME IS WHERE THE HEART IS!	EVERYONE IS SPECIAL!	KEEP ON GROWING!	MOVING ON UP!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Mary’s School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’.</i> EYFS Team</p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

We recognise that all children are unique and special.

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OUR VALUES <i>COLLECTIVE WORSHIP/ CIRCLE TIME / PSED / RE</i> These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to and use our Collective Worship calendar	<u>School Values:</u>					
	<p>British Values:</p> <p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> <p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>			<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>Recap all School and British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>		
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Development profile by end of term Set up Arbor data Phonic Intervention groups	On going assessments - focus on NELI Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings Arbor data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Reports to parents EYFS team meetings Arbor data EOY data
PARENTAL INVOLVEMENT	Staggered Start Pop in sessions/ Parents Evening Harvest Assembly Home / School Agreement Tapestry input	Tapestry input Nativity Phonics Workshop Parents Evening Open Morning	Tapestry input Writing workshop ? Stay and Read morning Mother's Day activity afternoon	Tapestry input Parents Evening Art workshop / Gallery	Tapestry input Maths Morning – Look how far we have come!	Tapestry Input Children's report Father's Day stay and play

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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
DAILY STORY TIME <small>VOTE FOR A STORY</small>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters / Feelings Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Asks how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.



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LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAS.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timelines</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	SOUNDS-WRITE PHONICS	<p>Sounds Write Initial Code: Unit 1: a, i, m, s, t, Unit 2: n, o, p Unit 3: b, c, g, h (Only move onto the next set with 80% secure))</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds using 'say the sound read the word' and clear gestures.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Sounds Write Initial Code: Unit 3: b, c, g, h Unit 4: d, e, f, v, Unit 5: k, l, r, u (Only move onto the next set with 80% secure)</p> <p>Reading & Writing: Word reading, word writing, sound swap, symbol search and dictations</p> <p>SOUNDS-WRITE PHONICS</p> <p>Children will have daily sounds-write phonic sessions and if / where necessary interventions for specific children.</p> <p>All chn will be reading texts at home as well as sharing texts in school.</p>	<p>Sounds Write Initial Code: Unit 6: j, w, z Unit 7: x, y, ff, ll, ss, zz, Unit 8: vcc, cvcc (Only move onto the next set with 80% secure)</p> <p>Reading & Writing: Word reading, word writing, sound swap, symbol search and dictations</p> <p>Some spellings are written with a double consonant</p> <p>A lot of work developing skills listening to, reading and writing the sounds they hear in vcc, cvcc words</p>	<p>Sounds Write Initial Code: Unit 8: vcc, cvcc Unit 9: cvcc Unit 10: CCVCC, CVCC and CCCVC (Only move onto the next set with 80% secure)</p> <p>Reading & Writing: Word reading, word writing, sound swap, symbol search and dictations</p> <p>Some spellings are written with a double consonant</p> <p>A lot of work developing skills listening to, reading and writing the sounds they hear in vcc, cvcc etc words</p>	<p>Sounds Write Initial Code: Unit 11: sh, ch, th Unit 12: ck, wh, ng, qu Begin bridging unit for Year 1 (Only move onto the next set with 80% secure)</p> <p>Reading & Writing: Word reading, word writing, sound swap, symbol search and dictations</p> <p>Some spellings are written with two different letters</p>

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and

YR R	1	2	3	4	5	6	7	8
Autumn 1			Seasonal Changes	Locational knowledge	Chronology	Drawing (Harvest)	Plants	Tools and fixings
Autumn 2	Place Knowledge	Painting (Diwali)	Working Scientifically	Changes in Living Memory	Sculpting	Animals	Colour, pattern, texture, shape (Christmas)	Computing
Spring 1	Their Families	Everyday materials	Seasonal changes and weather	Discussion and evaluation	Computing (E-safety)	Environmental change		
Spring 2	People and communities	Forces	PSHE	Artist	Significant People	Computing		
Summer 1	Working Scientifically	Understanding the past through story	Geographical skills and fieldwork	Enquiry				
Summer 2	Revisit Animals	Materials (Christmas)	Revisit Locational knowledge	Discussion and Evaluation				

Books	1	2	3	4	5	6	7	8
Autumn 1	What makes me a me		The Squirrels who Squabbled	Anansi and the golden pot	Each Peach Pear Plum	Errol's Garden	Mrs Noah's Garden	Things that Go
Autumn 2	Martha maps it out	The Dot	Pumpkin Soup	It's a no Money Day	Three little Pigs	Tad	The Dark	
Spring 1	My family and other Families	Way back Home	The Invisible	Shu Lin's Grandpa	Chicken Chicken	Clean up		
Spring 2	Stand up to Racism	Mr Wolf's Pancake	Bear Shaped	Luna loves Art	Celebrations around the World			
Summer 1	Winnie the Pooh helps the Bees	I'm almost always kind	The Queen's hat	The Wonder				
Summer 2	The Orchestra	Luna loves Art	The Gingerbread Man	The Body Book				

Autumn 1

Overview of Wider Curriculum Subjects linked with Year 1

Book: "What Makes Me a Me"

EYFS: Settling in
(PSED)

Year 1: Creativity: Photo Light
and Shadows
(Computing)

Book: "What Makes Me a Me"

EYFS: Settling in
(PSED)

Year 1: Computer Science:
Functions and Loops (Everyone
can code)
(Computing)

Book: "The Squirrels Who
Squabble"

EYFS: Seasonal Change
(Understanding the World: Science)

Year 1: Seasonal Changes and
Daily Weather.
(Science)

Book: "Anansi and The Golden
Pot"

EYFS: Locational Knowledge
(Understanding the World: Geography)

Year 1: Continents, Oceans
(Geography)

Book: "Each Peach Pear Plum"

EYFS: Chronology
(Understanding the World: History)

Year 1: Changes within living
memory
(History)

Book: "Errol's Garden"

EYFS: Drawing (Harvest)
(Expressive Arts and Design)

Year 1: Drawing
(Art)

Book: "Mrs Noah's Garden"

EYFS: Plants
(Understanding the World: Science)

Year 1: Introduce Plants
(Science)

Book: "Things That Go"

EYFS: Tools and fixings
(Expressive Arts and Design)

Year 1: Mechanisms
(Design technology)

Autumn 2

Overview of Wider Curriculum Subjects linked with Year 1

Book: "Martha Maps It Out"

EYFS: Place Knowledge
(Understanding the World: Geography)

Year 1: UK countries, capital cities and seas.
(Geography)

Book: "The Dot"

EYFS: Painting (Diwali)
(Expressive Arts and Design)

Year 1: Painting
(Art)

Book: "Pumpkin Soup "

EYFS: Working Scientifically
(Understanding the World: Science)

Year 1: Introduce Plants
(Science)

Book: " It's a No Money Day"

EYFS: Changes Within Living Memory
(Understanding the World: History)

Year 1: Changes in Living Memory.
(History)

Book: "The Three Little Pigs"

EYFS: Sculpting
(Expressive Arts and Design)

Year 1: Structures
(Design Technology)

Book: "Tad"

EYFS: Animals
(Understanding the World: Science)

Year 1: Animals including Humans
(Science)

Book: "The Dark"

EYFS: Colour, pattern, texture, shape.
(Expressive Arts and Design)

Year 1: Printing
(Art)

Book: Flexible Topic

EYFS: Creativity: Drawing Patterns and Things
(Computing)

Year 1: Digital Safety - Smartie the Penguin
(Computing)

Spring 1

Overview of Wider Curriculum Subjects linked with Year 1

Book: "My Family and Other Families"

EYFS: Their Families
(Understanding the World: History)

Year 1: Significant People
(History)

Book: "Way Back Home"

EYFS: Everyday Materials
(Understanding the World: Science)

Year 1: Materials
(Science)

Book: "The Invisible"

EYFS: Seasonal Changes and Weather
(Understanding the World: Geography)

Year 1: Hot and Cold
(Science)

Book: "Shu Lin's Grandpa"

EYFS: Discussion and Evaluation (Chinese New Year)
(Expressive Arts and Design)

Year 1: Food
(Design Technology)

Book: "Chicken Clicking"

EYFS: E-safety
(Computing)

Year 1: Coding: Creating a Quiz and E-safety
(Computing)

Book: "Clean-Up"

EYFS: Environmental Changes
(Understanding the World: Science)

Year 1: Materials
(Science)

Spring 2

Overview of Wider Curriculum Subjects linked with Year 1

Book: "Standing Up To Racism"

EYFS: People and Communities
(Understanding the World: Geography)

Year 1: Hot and cold
(Science)

Book: "Mr Wolf's Pancakes"

EYFS: Forces
(Understanding the World: Science)

Year 1: Materials
(Design Technology)

Book: "Bear Shaped"

EYFS: Plants
(Understanding the World: Science)

Year 1: Revisit Animals
including humans
(Science)

Book: "Luna Loves Art"

EYFS: Artist
(Expressive Arts and Design)

Year 1: 3D
(Art)

**Book: "Celebrations Around
The World"**

EYFS: Significant People
(Understanding the World: History)

Year 1: Significant People
(History)

Book: Flexible Topic

EYFS: Flexible Topic

Year 1: Textiles
(Design Technology)

Book: Flexible Topic

**EYFS: Creativity: Share a
story**
(Computing)

**Year 1: Information
Technology: Grouping Data**
(Computing)

Summer 1

Overview of Wider Curriculum Subjects linked with Year 1

Book: "Winnie The Pooh Helps The Bees"

EYFS: Working Scientifically
(Understanding the World: Science)

Year 1: Introduce Plants
(Science)

Book: "I'm Almost Always Kind"

EYFS: Understanding the past through story
(Understanding the World: History)

Year 1: Revisit significant people
(History)

Book: "The Queen's Hat"

EYFS: Geography Skills and Fieldwork
(Understanding the World: Geography)

Year 1: Mapping
(Geography)

Book: "The Wonder"

EYFS: Enquiry
(Understanding the World: History)

Year 1: School Study
(History)

Summer 2

Overview of Wider Curriculum Subjects linked with Year 1

Book: "The Orchestra"

EYFS: Revisit Animals
(Understanding the World: Science)

Year 1: Revisit Animals
(Science)

Book: "Luna Loves Art"

EYFS: Materials
(Expressive Arts and Design)

Year 1: Collage
(Art)

Book: "The Gingerbread Man"

EYFS: Revisit Locational Knowledge
(Understanding the World: Geography)

Year 1: Revisit Continents
(Geography)

Book: "The Body Book"

EYFS: Discussion and Evaluation
(Expressive Arts and Design)

Year 1: Food
(Design Technology)

Book: Flexible Topic

EYFS: Flexible

Year 1: Digital Literacy: Creativity: Patterns and Shapes
(Computing)