

Early Years Curriculum Planning Overview 2024-25

[The EYFS in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Overarching Theme	Autumn 1 All about me	Autumn 2 Familiar Tales	Spring 1 Animals and People	Spring 2 Growing	Summer 1 Big and small	Summer 2 Storytelling
Characteristics of Effective Learning	Children will be introduced to the Characteristics of Effective Learning. They will gradually develop an understanding of how they learn and explore at school. (E - Have a go, explore, A – enthusiastic, feel proud)	(E – investigate, seek a challenge, A – concentrate, keep trying, feel proud) Can they notice and name characteristic themselves?	(E – seek a challenge, A – enthusiastic, feeling proud, T – linking ideas, explain) Can they review learning? Can they explain how they created smth?	Recapping E, A and T. Creating and thinking critically. Link ideas, apply morning learning independently in a different way – have my own ideas. Can we talk about our creations and how we can improve them?	E (investigate going deeper), A (reflect - challenge or not, proud or not) and T (new ideas, contexts, how to improve). How the chn are motivated to learn/do/remember?	Chn to choose the best characteristic (E,A &T) to link to their learning. Can they articulate using CofEL vocabulary confidently when talking about their learning?
Key texts/drivers (LTP) <i>Main topics</i>	The colour monster, (Anna Llenas) The colour monster goes to school (Anna Llenas) My Five Senses, Aliko Owl babies (Martin Waddell) Elmer (David McKee)	Goldilocks and the Three Bears Little Red Hen Farmer duck by Martin Waddell <i>Christmas</i>	Non-fiction – People who help us Busy people – Vet, firefighters... Three billy Goats Gruff The pig is in the pond <i>Dogs visit</i> Coming to England (Floella Benjamin)	The little green dinosaur The girl and the dinosaurs by Hollie Hughes and Sarah Massini The Rainbowfish (Marcus Pfister) <i>Easter</i>	Jack and the Beanstalk Mini Beasts Hungry caterpillar (Eric Carle) Gruffalo (Julia Donaldson) Gruffalo child <i>Hillier's Trip</i> <i>Gruffalo picnic</i>	You're not a proper pirate (Sidney Green) Whatever next (Jill Murphy) Beegu (Alexis Deacon) The aliens are coming (Colin McNaughton) What's my superpower? (Aviaq Johnston)
Writing outcomes/skills	Developing phonological awareness Phase 1 Games Give meaning to marks they make Beginning to label using initial sounds and/or some letters Write their name or some letters or copy it	Use some recognisable letters and strings, sometimes in clusters like words. Beginning to write CVCs using known sounds. Beginning to write a simple sentence. Labels, instructions.	Write CVC words and simple sentence	Start to write short sentences/words with known sound-letter correspondences. Use familiar words in writing.	Start to write short sentences/words with known sound-letter correspondences using a capital letter and full stop. Use familiar words in writing.	Write short sentences/simple phrases with known sound-letter correspondences using a capital letter and full stop. Use familiar words in writing.
Further texts/literature Talk through stories Rhymes	<i>Grandma's button box (maths and past)</i> Who are you? By Smriti Halls and Ali Pye	My special friend Zoe (about Down syndrome)	<i>Grandpa Bodley and the photographs (past and present)</i>	I really want to shout by S. Philip and I. Gaggiotti The dinosaur's diary by Julia Donaldson	What happened to you by James Catchpole (disability)	I am an artist by Marta Altes Aliens love underpants Super Isaac and his


<p>Lulu's First Day (Anna McQueen) Starting School (Janet & Alan Ahlbergh) Proud to be deaf by Ava, Lilli and Nick Beese All about friends by Felicity Brooks and Mar Ferrero The jar of happiness by Ailsa Burrows Pinocchio Rumplestilskin It's ok to be different by Todd Parr Peace at last Each peach pear plum Yucky mucky manners (Sam Lloyd) Baa Baa Black Sheep Incy Wincy Spider 3 Blind mice Head, shoulders knees and toes Twinkle twinkle little stars 1 2 3 4 5 Once I caught a fish alive If you happy and you know it</p>	<p>Colours. A walk in the countryside by R. Beardshaw Ruby's worry by Tom percival The Snow Bear Arctic Explorers (past and present) Ernest The Best Loved Bear (Diana Noonan) The Night Before Christmas Nutcracker The Nativity story Rosie's walk by Pat Hutchins Circle by Mac Triangle by Mac Square by Mac The best loved bear by Diana Noonan The wheels on the bus 5 Little monkeys Twinkle twinkle chocolate bar Hickory dickory dock 5 little ducks Nativity songs</p>	<p>Feelings by Libby Walden Paramedic (People who help us), Firefighter (People who help us) , Teacher (People who help us) by Rebecca Hunter Busy People Builder by Lucy M. George Little mermaid I spy numbers by Jean Marzollo Anno's counting book The ugly 5 by Julia Donaldson and Axel Scheffler The Snail and the Whale by Julia Donaldson Coming to England by Floella Benjamin I don't want to be small by Laura Ellen Anderson Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Six dinner sid by Inga Moore Miss Polly Had a Dolly 5 Current buns in a baker shop 5 little speckled frogs Ten green bottles Wind the bobbin up Marry Marry Quite Contrary</p>	<p>Zog Super worm by Julia Donaldson Seasons come and seasons go (The natural World) The Weather girl (the natural world) The Great Race (People, Culture & Communities) The magic Paintbrush (Chinese culture) Mr Gumpy's motor car (past and present) The hundred decker bus 10 little dinosaurs by Mike Brownlow 10 little robots by Mike Brownlow 10 little monkeys by Mike Brownlow Nine Naughty Kittens by Linda Jenny Feast for ten by Cathryn Falwell Humpty Dumpty Row row row your boat Down in the Jungle Old McDonald had a farm Ten in the bed Little Bo peep</p>	<p>Mouse count by Ellen Stroll Walsh One is a snail Ten is a crab by April Pulley Sayre and Jeff Sayre One to ten and back again by Nick One Gorilla by Atsuko Morozumi Ten black dots by Donald Crews Mouse shapes by Ellen Stoll Wash Changes changes by Pat Hutchins Pattern Bugs by Trudy Harris Pattern fish by Trudy Harris Busy busy busy by Haneul Ddang One moose, 20 mice by Stella Blackstone A Dozen Ducklings Lost and found by Harriet Ziefert 20 Big trucks in the middle of the street by Mark Lee The Elves and the shoe maker Beauty and the beast Hairy Mclary Jack and Jill Ring a ring a roses Cobler cobbler mend my shoe Goosey Goosey Ladybird ladybird fly away home Teddy bears picnic</p>	<p>amazing Aspergus superpowers Cinderella The princess and the frog Room on the broom by Julia Donaldson One hundred Steps (past and present) Astro Girl Origami Girl and Newspaper boy Super Kid The Night Pirates (Pete Harris & Deborah Allwright) Quack and count by Keith Baker Tad by Benji Davies 10 little aliens by Mike Brownlow Mr Grumpy's Outing by John Burningham Monster Math by Anne Miranda (youtube) The shopping basket by John Burningham One ted falls out of bed by Julia Donaldson My granny went to market by Stella Blackstone How many legs? Bykes gray and Jim Field Pattern fish by Trudy Harris Luna loves dance by Joseph Coelho and Fiona lumbers Weido by Zadie Smith & Nick Laird When sadness comes to call by Eva Eland What happened to you? By James Catchpole and Karen George</p>
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Communication and Language	<p>Understand how to listen and why listening is important. Enjoy listening to longer stories and can remember much of what happens. Use talk to organise themselves and in their play. Understand a question or instruction that has two parts.</p>	<p>Answer and ask questions to find out more and to check they understand what has been said to them. Use a wider range of vocabulary, able to talk about familiar books and tell a longer story.</p>	<p>Listen attentively and respond with relevant questions and comments. Learn new vocabulary and use new words throughout the day. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Hold conversation when engaged in back-and-forth exchanges for many turns. Describe events in some detail. Retell the story some as exact repetition and some in their own words. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>
<p>Maths</p> <p>Maths resources for teachers White Rose Education</p>	<p>Just like me - Matching and sorting Comparing (size, height, length, and amounts) Repeating patterns</p>	<p>It's me – 1, 2, 3 – Numbers 1, 2, 3. Representing, sorting matching. Then 4, 5. Comparing, 1 more/less Shape circles, triangles, squares, rectangles. Time and positional language.</p>	<p>Alive in 5! Introducing zero Composition of 4 & 5 Compare and measure capacity & mass Growing 6,7& 8 Combining 2 groups Adding more Addition and subtraction Time, length, height Doubling</p>	<p>Building 9 & 10 Represent and sort 9 & 10 Comparing to 10 Number bonds to 10 (2 parts, 3 parts) 1 more/less Doubles to 10 To 20 and beyond Building numbers beyond 10 Number patterns to 20 Sharing (needed for ELGs)</p>	<p>First Then Now Adding more Taking away Sharing and grouping Spatial reasoning Shapes 2D and 3D Compose and decompose Build doubles</p>	<p>First Then Now Find my pattern Doubling Even and Odd Spatial reasoning Building Visualise and build Maps</p>
<p>PSED</p> <p>24/25 - myHappymind Stories - myHappymind Learning Portal</p>	<p>Goldens rules & routines Responsibility Feelings – identify and moderate their own feelings/strategies – <i>bunny breaths, bear breaths...</i> Build relationships, take turns</p>	<p>Express their feelings and consider the feelings of others – <i>Hello hello how are you today?</i> Show resilience and perseverance in the face of challenge</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p>	<p>Show increasing independence as they get dressed/need less help buttons, zips. Understand why we wash our hands They use the strategies taught to regulate their feelings. They consider the feelings of others.</p>	<p>Work and play cooperatively and take turns with others Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>

						importance of healthy food choices.
UW	Begin to make sense of their own life story and family's history. Developing positive attitudes about the differences between people. Explore the natural world. Observing seasonal change. Collecting natural objects. Seasons – Autumn, Winter	Celebrations – Diwali and Christmas. Recognise that people have different beliefs and celebrate special times in different ways. Similarities between the past and now (household items) Online safety Smartie the Penguin Childnet	People who help us – lives of people around us and their roles in society All around the world – maps, different animals, countries, cultures Changes since we were born timeline Healthy eating, brushing teeth	Looking at fossils/animals now and in the past – relate to Mary Anning first Palaeontologist Seasons – Spring, summer Changing states (ice and chocolate) Growing beans, cress, sunflowers – what do plants need to grow Internet safety – read 'The pop-up Gremlins'	Coming to England – similarities and differences between life in this country and in other countries. Similarities between different religious and cultural communities. Lifecycle of a caterpillar. Growing butterflies. Online safety Smartie the Penguin Childnet	What is an island? Learning about different countries and their cultures/ using cultures from the class. Looking at features of and drawing maps Floating/sinking Space and rockets

TBPS rules sessions & events	Introduce SMARTIE the penguin	Refer to SMARTIE the penguin	Refer to SMARTIE the penguin Safer internet day	Refer to SMARTIE the penguin	Refer to SMARTIE the penguin	Refer to SMARTIE the penguin
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Computing	<p>EYFS – The foundations of becoming a computer user</p> <p>In the Early Years, teaching computing involves the introduction of resources that promote the development of listening skills, curiosity, creativity and problem-solving abilities, as well as supporting other areas of learning. This approach ensures that children transition to Year One with a solid foundation of knowledge. Despite technology not being represented through an area of learning, we ensure our children experience computing and essential e-safety skills as it is deeply integrated into the wider lives of young children. The exploration of computing can be seen in many learning opportunities in the Early Years, but it is likely to see:</p> <ul style="list-style-type: none"> - Children planning routes or a friend or robot - Children making resources work using buttons or switches - Exploration of digital devices to take photos, videos or play music - Exploration of resources to develop digital literacy, such as interactive whiteboards and tablets - Discussions about ways to stay safe when using a digital device - Playing and listening to digital stories or extracts - The use of a search engine to help find information - Explanations from children demonstrating their knowledge of telling a trusted adult if something on a digital device upsets them <p>These foundations will support our children when they start to learn the National Curriculum for Computing in KS1.</p>					
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Project evolve	  <p>Online Reputation Self-Image and Identity</p> <p>2 lessons</p>		  <p>Health, Well-being and Lifestyle Online Relationships</p> <p>6 lessons</p>		  <p>Copyright and Ownership Managing Online Information</p>	
			 <p>Privacy and Security</p>		 <p>Online Bullying</p> <p>6 lessons</p>	

<p>EAD</p> <p>AccessArt & EYFS: Exploring Art in Early Years Settings</p>	<p>Exploring a range of different art materials Drawing/mark making Remember and sing nursery rhymes and entire songs.</p> <p>Self-portraits Playdough (sculpture) Rubbings Naming colours (The colour monster) Creating monsters Making Elmers Natural sculpture families Printing (with leaves), patterns (Rangoli) Autumn collage</p>	<p>Experiments with paint mixing and collage Joins using various construction materials Use musical instruments and body percussion to tell the story Sing in a group or on their own, matching the pitch and melody</p> <p>Fireworks Prime and colour mixing Finding shapes, creating shape pictures Handprint robins Snowman winter pictures white on black</p>	<p>Share their creations, explaining the process they have used Performing their favourite songs and rhymes</p> <p>Making phones, laptops Trolls big scale collage Making mini world under the sea Rainbow fish collage Prime and colour mixing Painting animals and using junk modelling Butterflies printing</p>	<p>Dancing – watch, talk about dance and performance art. Expressing feelings/art/music/dance Show different emotions in their drawings/art e.g. happiness, sadness, fear etc. Develop mixing skills to match colours they see and want to represent.</p> <p>Paper plates dinosaurs Handprint flowers for Mother's Day Making cards</p>	<p>Safely and confidently use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process Choosing, combining and decorating materials & manipulating materials to achieve a planned effect: 'Something for somebody for some purpose'</p> <p>Recap patterns (art, sticking etc.) Observational drawing (plants and bugs) Designing bugs A. Goldsworthy Insect hotels</p>	<p>Independently and confidently make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Talk about and share their creations, explaining the process they have used and suggesting what they could improve, do differently next time Making aliens Father's Day cards Making rockets and boats. W. Kandinski Being an artist day</p>
<p>PD – PE Hub overview Reception PE Lesson Plans The PE Hub</p>	<p>Changing Spatial awareness</p>	<p>Body management Unit 1</p>	<p>Speed, Agility, Travel Unit 1</p>	<p>Cooperation and Solve problems Unit 1</p>	<p>Dance Unit 1</p>	<p>Gymnastics Unit 1</p>
<p>RE – planning</p>	<p>Me. All about me</p>	<p>Celebrating A Christmas – Jesus' birth</p>	<p>Special A Special people – Jesus and Guru Nanak</p>	<p>New life at Easter A</p>	<p>Special Clothes Sikh and Christian A (Sikh Visitor)</p>	<p>Learning from stories A Jesus as a storyteller</p>
<p>Parental engagement</p>	<p>Home visits Singing rhymes afternoon Phonics workshop</p> <p><i>Coffee Afternoon with SLT</i></p>	<p>Nativity Parents' evenings Reading workshop</p>	<p>Parents to come in to decorate Discovery Books Parents reflection afternoon</p>	<p>Easter songs Easter bonnet parade Come and read with me/World Book Day Parents evenings Parents reflection afternoon</p>	<p>Gruffalo picnic Class Assemblies World Maths Day Parents reflection afternoon</p>	<p>Sports Week/Day Build a boat afternoon New parents Eve and taster sessions Art afternoon (superheroes) <i>Visiting preschools</i></p>
<p>Visits, events</p>	<p>Harvest (City Mission)</p>	<p>Gymnastics?</p>	<p>Fire and rescue services Doctor People WHU Dogs and other pets Aspens healthy eating workshop</p>	<p>Prof. Marshall in Dinosaurs fossils workshop World Book Day, Liam White visit RE City Mission 'New life' workshop</p>	<p>Hilliers trip Gymnastics? RE - Sikh Visitor Special clothes</p>	<p>EY and KS1 Disco Sports and wellbeing week Sports day</p>

Music	Sing Up Music Reception I've got a grumpy face Sing Up	Sing Up Music Reception Five fine bumble bees Sing Up	Sing Up Music Reception Slap clap clap Sing Up	Sing Up Music Reception Row, row, row your boat Sing Up	Sing Up Music Reception Witch, witch Sing Up	Sing Up Music Reception Bow, bow Belinda Sing Up