



Curriculum Planner

Term: Spring 2 2025

Year: EYFS

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Trust	The Rule of Law

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key books Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Phonics Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters Story and character focus on topic: repetitive phrases Respecting each other's views and opinions Aspirations Dreams for our future	Trust– Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Cleaning teeth as part of their routine Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for new children Healthy eating Planting vegetables Change in seasons Looking after our bodies

	<p align="center"><u>Physical development</u></p> <p>See pre-writing skills progression document for details of how we support children's fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.</p> <p>Develop the small motor skills so that they can use a range of tools, competently, safely and confidently.</p> <p>Develop core muscle strength to achieve a good posture when sitting at a table or on the floor</p>	<p align="center"><u>Personal, social and emotional development</u></p> <p>Nursery - New children throughout the year Settling in / Building relationships / Social interactions</p> <p>Reception: Children supported in friendship choices, self-regulation, working together and valuing each other's point of view. Following the rules of the classroom and understanding why they are important for all of us.</p>
<p align="center">Nursery</p> <p>Develop repertoire of songs Talk for writing Listening to stories retaining key vocabulary Retell stories – story structure. Answer questions about stories – Elklan Blank assessments Sing familiar songs Respond to instructions and begin to respond to questions Ask questions Longer sentences – understood by others. Use of connectives</p>	<p>Gross motor – balancing and climbing with alternate feet Hop, skip, jump and stand on one leg Negotiation of space Fine motor - One handed tools comfortable/tripod grip of pencil – fine motor Mark making focus – wavy lines Name writing Independently eat with a knife and fork Safe use of equipment Working as a team, playing games. Being healthy Describe what happens to our bodies when we exercise Tooth brushing awareness</p>	<p>Caring for others Changes in our bodies Feelings – talk about in circle time – link to stories. Independence within the environment. Looking after resources - respect Independently follow rules Ask adult for support appropriately Use of equipment and areas of Nursery safely</p>
<p align="center">Reception</p> <p>Talk for writing Discuss changes in the environment Describe using senses Sing songs Respond to stories Make choices Name and sort living things All adults model a good standard of spoken English and develop children's vocabulary using quality texts, discussions and modelling. (Support for adults in all areas of the classroom) Modelling – Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please, until the child is able to communicate need independently. Drawing club – developing story language and creative vocabulary</p>	<p>PE – RMS: Dance Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat and perform simple movement patterns. PE – RG: Manipulation and coordination Send and receive a variety of objects with different body parts. Work with others to control objects in a space. Coordinate body parts in a variety of activities and in different ways. Gross Motor Take calculated risks in the outdoor area Negotiate space effectively Balance and coordinate safely Fine Motor Use a dominant hand Begin to form recognisable letters. Begin to use scissors effectively Independently Handle different apparatus safely. Wash hands independently Brush teeth, use the toilet and wash hands independently Healthy choices Start to think about healthy food choices, exercise and hygiene can contribute to good health</p>	<p>Understanding people need help Talk about people who help us Discussions around behaviour</p>

Literacy Reception follow Ruth Miskin's Read, Write inc as our systematic synthetic phonics programme.		Mathematics	Understanding the World / People and communities	
Nursery	Book corner Daily story time – joining in with repetitive stories Talk for writing – parts/structure of a story Poems and extend rhymes Rhyming books Alliteration in stories Weekly book focus – extended conversations and extending vocabulary Book/Title/Cover Find letters in names RWI pictures What next questions Ordering stories or previous events/experiences Name writing Use recognizable sound shapes in their independent mark making Independent marks for a purpose eg. Shopping lists in the role play Confidently talk about marks – marks give meaning Books about plants/Spring Why the sky blue? When will it be Spring? Spring is here Jack and the Beanstalk	One more/less Size Recognising and counting numbers beyond 5 Representing numbers Subitising Patterns Positional Language One is a Snail, Ten is a Crab We all went on Safari Ten Little Dinosaurs	Exploring natural materials and the world using senses Talking about world around them Growing plants/decay What do plants need? Differences in plants Plant life cycles Respect for living things Different countries Confident use of iPad Easter Observe Seasonal changes	
Reception	Talk for writing - sequence story, instructions Traditional tales Rhymes and poems Bean diary Instructions – planting a bean Signs of spring – what can we find? Retell stories – Jack and the beanstalk Story mapping Easter recount Jack and the Beanstalk The enormous turnip The giant of Jum What's this? A seed story Titch Smartest Giant in town Drawing Club – vocabulary focus	Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 20 Conceptual subitising to 10 1 more/less Composition to 10 Bonds to 10. Make arrangements of 10 Doubles to 20 Explore odd and even	Explore 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Plants Gardening Changes in the environment The world and different countries RWV: Easter
Expressive arts and design		Cultural capital	Global learning	

Nursery	<p>Making small worlds of their own for play Developing own ideas and express using materials Adapting as they make Use textures to make an effect Use tools and materials for a purpose Drawing represent movement Using paint to mix colours and talk about what is happening Sing a range of songs using pitch Identify different sounds Make sounds for a purpose – eg. within a story Different cultures around the world - artists, music, stories and dance Feely bags – describing objects Artist and composer of the month</p>	<p>Use of outside space High quality language and communication skills modelled Access to high quality text within books throughout the curriculum Meals together Stories Planting – gardening – growing own food/vegetables</p>	<p>Language of the moment Multicultural books Talking about countries of Nationality Global Learning areas in classrooms – Child initiated play conversations EYFS Picture News when appropriate. Happiness project</p>		
Reception	<p>Textiles Our World - explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. Artist and composer of the month</p>	<p style="text-align: center;">Core text</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Nursery The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood Noah’s Ark</p> <p>Reception Goldilocks and the Three Bears We’re Going on a Bear Hunt How to catch a star The Nativity</p> </td> <td style="width: 50%; vertical-align: top;"> <p>The Three Little Pigs Whatever Next! Peace at Last Owl Babies</p> <p>Oi Frog! Jack and the Beanstalk The Tiger who came to Tea The Gruffalo</p> </td> </tr> </table>	<p>Nursery The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood Noah’s Ark</p> <p>Reception Goldilocks and the Three Bears We’re Going on a Bear Hunt How to catch a star The Nativity</p>	<p>The Three Little Pigs Whatever Next! Peace at Last Owl Babies</p> <p>Oi Frog! Jack and the Beanstalk The Tiger who came to Tea The Gruffalo</p>	<p><u>Caring for our environment and each other</u></p> <ul style="list-style-type: none"> • Litter picking • Washing hands • Supporting with toileting • Helping our friends • Woodland walk
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<p><u>Parental engagement:</u> Tapestry Library books Parents meetings</p>	<p><u>Visits and visitors:</u> Visit to the Fire Station - Reception</p>								
<p><u>Outdoor Learning:</u> Maths – adults to ask children to subitise. PSED - Adult supporting children to become familiar with all the areas of Nursery. Adult modelling sharing, playing and sorting. Adult to be aware of the vocabulary and number focus. Maths/CAL - Numerals in the area/ vocabulary linked to learning in the area Maths – Natural resources for counting/ quantities/ repeating patterns Maths – Scales with natural resources for weighing.</p> <p><u>Continuous provision:</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Large bricks / construction</td> <td style="width: 50%;">DT/Junk construction</td> </tr> <tr> <td>Mud kitchen</td> <td>Small world/topic tray</td> </tr> <tr> <td>Water play</td> <td>Mark making area</td> </tr> <tr> <td>Sand area</td> <td>Gross motor (bikes)</td> </tr> </table>		Large bricks / construction	DT/Junk construction	Mud kitchen	Small world/topic tray	Water play	Mark making area	Sand area	Gross motor (bikes)
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