



Curriculum Planner

Term: Summer 1 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:
Forgiveness	Individual Liberty

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 in Aspirations Dreams for our future	Respect – 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 Wild Challenge	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

Traditional tales!

<p style="text-align: center;"><u>Communication and language</u></p> <p>Nursery use Elklan activities to support children's understanding and verbal reasoning.</p> <p>Nursery and Reception use Wellcomm to support children with English as an Additional Language.</p> <p>Reception use Wellcomm as an early language intervention</p>	<p style="text-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 style="text-align: center;"><u>Personal, social and emotional development</u></p> <p>Nursery New children throughout the year Settling in / Building relationships / Social interactions</p>
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<p>All adults model good spoken English and develop children's vocabulary through the use of quality texts, discussions and modelling.</p> <p>Modelling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need.</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>Nursery</p>	<p>Develop repertoire of songs Listening to stories retaining key vocabulary.</p> <p>Retell stories – story structure, setting ad characters.</p> <p>Talk for writing - support to use connectives – Once upon a time, first, next, then and finally.</p> <p>Narrative in talk during play</p> <p>Ask questions –</p> <p>Understand why questions</p> <p>Talking in front of others</p> <p>Use talk to organize themselves.</p> <p>Ask who what when how questions</p>	<p>Gross motor – develop ball skills</p> <p>Remembering sequences of movements</p> <p>Negotiation space</p> <p>Fine motor</p> <p>Mark making focus –zigzag</p> <p>Consistent and comfortable grip of pencil</p> <p>Letter formation</p> <p>Control of scissors</p> <p>Independently eat with a knife and fork</p> <p>Safe use of equipment</p> <p>Healthy choices about food and drink.</p> <p>Working as a team. Playing games.</p> <p>Toothbrush awareness</p>	<p>Healthy bodies</p> <p>Healthy minds</p> <p>Awareness of other's feelings</p> <p>Support to initiate play and keep it going.</p> <p>Develop confidence in new situations.</p> <p>Resolve conflict</p> <p>Aware of other's feelings</p>
<p>Reception</p>	<p>Retell stories</p> <p>Talk for writing</p> <p>Story language</p> <p>Know different features of a text</p> <p>Engage in conversation with others</p> <p>WELLCOMM activities</p> <p>Word Aware vocabulary</p>	<p><u>Cooperation and solve problems</u></p> <p>Organise and match various items, images, colours and symbols.</p> <p>Work with a partner to listen, share ideas, question and choose.</p> <p>Collect, distinguish and differentiate colours and create a shape as a team.</p> <p>Move confidently and cooperatively in space. Travel in a range of ways.</p> <p>Gross Motor –</p> <p>Use climbing equipment safely and competently.</p> <p>Negotiate space effectively</p> <p>Fine Motor-</p> <p>Use a dominant hand</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil effectively.</p> <p>Form recognisable letters.</p> <p>Begin to use scissors effectively.</p> <p>Independently –</p> <p>Attend to toileting needs</p> <p>Wash hands independently</p> <p>Brush teeth, use the toilet and wash hands independently.</p> <p>Healthy choices –</p> <p>Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p>	<p>Talking about relationships</p> <p>Resolve conflict</p> <p>Form positive attachments to adults</p> <p>Express feelings and needs</p>
<p style="text-align: center;">Literacy</p> <p>Reception follow Ruth Miskin's Read, Write inc as our systematic synthetic phonics programme.</p>		<p style="text-align: center;">Mathematics</p>	<p style="text-align: center;">Understanding the World / People and communities</p>

<u>Nursery</u>	<p>Collaborative story maps – events and characters Book corner Daily story time Talk for writing - Collaborative story maps Poems and extend rhymes Rhyming books Alliteration in stories Weekly book focus – extended conversations and extending vocabulary. Book/title/cover RWI pictures linked to sounds Oral blending games/words in routines. Compare characters Write some sounds accurately. Independent marks for a purpose e.g. Shopping lists in the role play. Confidently talking about marks ‘The Gingerbread Man’ ‘The Tiger who came to Tea’ ‘Little Red Riding Hood’</p>	<p>2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language. Problem solving</p> <p>On the Launch pad The Crayons books of numbers Goodnight numbers</p>	<p>Extend vocabulary to describe what they see. Changes and differences in materials. Different environment and people. Looking after the environment Observe Seasonal changes How things work Forces Maps linked to stories or familiar places. Identifying feature in local area – shop, school, home, park, fire station, football stadium, church etc</p>
<u>Reception</u>	<p>Talk for writing – character description with exciting vocabulary Extending sentences Spelling familiar words Use learnt words and phrases to discuss stories and during Role play Goldilocks and the Three bears Where’s my teddy Story boards Writing rhyme Extended writing Capital letters/full stops Drawing Club Word Aware Goldilocks and the Three Bears The gingerbread man Little red riding hood Little Red</p>	<p>To build from 10-13 To build from 14-20 Verbal counting patterns to 20</p> <p>To add more To take away To select shape for a purpose To manipulate shapes To explain shape arrangements To compose and decompose shape To copy 2D shape images To find 2D shapes within 3D shapes.</p>	<p>Different environments Book settings TastED</p> <p>RWV: Why is the word God so important to Christians (creation)</p>
<u>Expressive arts and design</u>		<u>Cultural capital</u>	<u>Global Learning</u>

<u>Nursery</u>	<p>Use of narrative in pretend play – tradition stories, core text and repetitive texts</p> <p>Joining materials and explore textures. Use drawing to represent emotions. Use colours for a purpose.</p> <p>Say what they like or dislike about their creations. Notice what others do and adapt own creations. Sing using melody Respond to what they have heard. Matching sounds and movements to a tempo. Create sounds to accompany stories Story Character images showing emotions Stories and props in play. Making own props for use in play</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. Continue to learn about class countries Nursery – England Reception - Bulgaria</p>		
<u>Reception</u>	<p>Printing</p> <p>Big Bear Funk - A Transition Unit: 1. Listen and appraise</p> <p>Singing, improvising and playing classroom instruments 3.</p> <p>Perform and Share</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Nursery</p> <p>The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood Noah’s Ark</p> <p>Reception</p> <p>Goldilocks and the Three Bears Where’s my Teddy? The Gingerbread Man</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Core text</p> <p>The Three Little Pigs Whatever Next! Peace at Last Owl Babies</p> <p>Little Red Riding Hood Little Red</p> </td> </tr> </table>	<p>Nursery</p> <p>The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood Noah’s Ark</p> <p>Reception</p> <p>Goldilocks and the Three Bears Where’s my Teddy? The Gingerbread Man</p>	<p>Core text</p> <p>The Three Little Pigs Whatever Next! Peace at Last Owl Babies</p> <p>Little Red Riding Hood Little Red</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 • Teeth cleaning in Nursery and Reception
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<p><u>Parental engagement:</u></p> <p>Tapestry Reading challenges – Reception Parent evenings Library books</p>	<p><u>Visits and visitors:</u></p> <p>Lincolnshire Smiles School Library visits Nursery and Reception</p>
<p><u>Outdoor Learning:</u></p> <p>Nursery - Matching numicon with quantities. Planting and growing. Empty and full.</p> <p>Reception - Number ordering to 20 Matching numicon to amounts/numerals Growing lettuce</p>	