



**Wellington Place**

**Primary School**

Learn, Lead, Achieve, Succeed

# EYFS Curriculum

**2024 - 2025**



# Wellington Place Primary School EYFS Curriculum 2024 - 2025

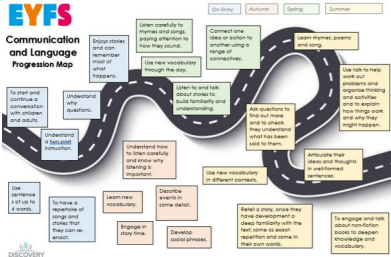
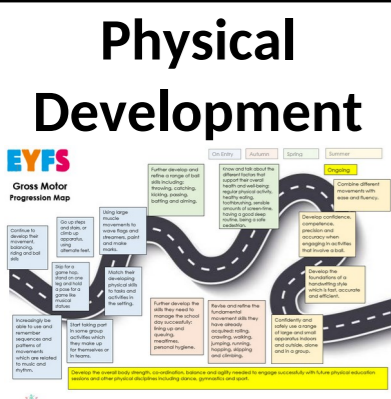


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Events &amp; Festivals</b>	Harvest Festival Autumn Walk – Forest School African Dance Workshop	Remembrance Day Diwali Indian Dance Workshop Pantomime visit Nativity Play	Chinese New Year Chinese Dance Workshop Mother’s Day Spring Walk – Forest School	World Book Day Easter Celebrations Circus Skills workshop	Father’s Day Summer Walk – Forest School South American Dance Workshop	Farm Trip Transition to Year 1 Teddy’s Bear Picnic Martial Arts Workshop
<b>Parental Involvement</b>	Phonics Workshop DSAT Craft Fair at WPPS School Open day	Maths Workshop Parents Meetings Christmas Performance Christmas Family Craft	Parents Meetings	Community Reading - World book Day Writing Workshop	Parent/Grandparents Gardening Day	End of Year Celebrations Sports Day
<b>Topic</b>	<b>When I grow up...</b>	<b>Into the Woods</b>	<b>All Creatures Great and Small</b>	<b>The Big Wide World</b>	<b>On the bank of the Canal</b>	<b>Once upon a time...</b>
<b>Global Discovery Drivers</b>						
<b>UN Goals links</b>						
<b>British Values</b>						
<b>Lines of Enquiry</b>	Setting rules and routines Families Likes/dislikes	Characters in the woods Diwali Remembrance Day	Animals Land and Sea Coral Reef Rainforest	Exploring our Locality Contrasting Country Weather	Lifecycles Minibeasts Planting	Fairy Tales Traditional Tales Picnics

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<b>for Continuous Provision</b>	Our community People who help us	Seasons Christmas/The Nativity	Owls Pets	Seasons Sustainability	Growing The Canal	Invitations
<b>Traditional Rhymes</b>	Hickory Dickory Dock Twinkle Twinkle Little Star Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs The Wheels On The Bus Pat a Cake One, Two, Buckle My	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat Hot Cross Buns Humpty Dumpty She'll Be Coming Round The Mountain Five Little Men In A Flying Saucer	Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Pussy Cat, Pussy Cat Sing A Song Of Sixpence	The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Ring O'Roses Here We Go Round The Mulberry Bush	Little Boy Blue Mary Had A Little Lamb Mary, Mary, Quite Contrary Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds Polly Put The Kettle On	Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jaques There Was An Old Woman Who Lived in A Shoe
<b>Our Key Texts</b>	Everybody has Feelings  Martha Maps it out  I'm The Fire Engine Driver	The Gruffalo  Stick Man  The Jolly Christmas Postman	The Tree That's Meant to be  One Little Bird  Baby Owl	Lubna and Pebble  Tisha and Blossom  Great Women Who Changed the World	Otters vs Badgers  Who ate all the bugs?  The Friendship Bench	The Gingerbread Man  The Three Billy Goats Gruff  How to make a Story
 <p><b>Writing</b></p>	Draws the prewriting shapes Show a preference for a dominant hand Writes some or all of their name Whole class handwriting sessions focusing on large scale movements to encourage correct letter formations-anti-clockwise movements, up and down, swirls. 'Squiggle whilst you wiggle' sessions.	Hears and writes the initial sound in words. Independently segments the sounds in words to write a cvc word. Begins to write a simple caption with support. Whole class handwriting sessions-lower case letter formations.	Writes phonetically decodable words. Teach skills to write a simple caption. Guided writing sessions-capital letter formations. Introduce sentence writing and emphasis on correct structure-capital letter at the beginning, finger spaces and full stops.	Orally rehearse and write a simple caption independently. Orally rehearse and write simple sentences during whole class guided writing sessions. Continue with letter formation practise, lower and upper case.	Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, children etc.)	Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, children etc.) Begins to make suggestions how to improve their work.
<b>Communication and Language</b>	Listens and participates during whole class story sessions. Comments on stories they have heard. Joins in with repeated refrains. Sequences familiar stories. Gives personal responses to texts.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Sequences stories. Develops an understanding of non-fiction texts. Introduction to poetry. Engages in story times. Develops a deeper understanding	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

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		<p>of rhyme.</p>				
<h2>Personal, Social and Emotional Development</h2>	<p>See themselves as a valuable individual. Explore being unique and gaining a sense of belonging.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand the reason for rules and know right from wrong</p>		<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body.</p>		<p>Think about the perspectives of others. Manage their own needs. How to keep fit and well. Healthy eating and lifestyle. Transition to Year 1 Adapting to new social situations and new environments.</p>	
<p><i>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the EYFS.</i></p>						
	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Large scale movements for writing.</p> <p>Upper body strength and core control to encourage good posture and sitting positions.</p> <p>Scissor skills.</p> <p>Developing a comfortable pencil grip.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Scissor skills.</p> <p>Developing a comfortable pencil grip and using a pencil with increased control</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop skill and control when balancing, showing spatial awareness and agility when moving on equipment.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop an awareness of being healthy with healthy foods. Understand the need for a variety of foods.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Weekly PE sessions with REAL PE Curriculum</p>						
<h2>Mathematics</h2> <p>White Rose Maths</p>	<p>Match, sort and compare Talk about Measure and patters</p>	<p>Its's me 1, 2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and Capacity Growing 6,7,8</p>	<p>Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p>To 20 and Beyond How many now? Manipulate, compose and decompose</p>	<p>Sharing and grouping Visualise, build and map Make connections Consolidation</p>
<h2>Number sense</h2> <p>NCETM Progression</p>	<p>Cardinality and Counting Counting: saying number words in sequence Counting: tagging each object with one number word</p>	<p>Comparison More than / less than Identifying groups with the same number of things</p>	<p>Composition Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)</p>	<p>Pattern Copying an AB pattern Spotting an error in an AB pattern Continuing an ABC pattern</p>	<p>Shape and Space Representing spatial relationships Identifying similarities between shapes Describing properties of shape</p>	<p>Measures Comparing amounts of continuous quantities Estimating and predicting Experience specific time durations</p>
<p>Fluency and variation running through all terms. A focus on subitising and rapid recall on number facts throughout.</p>						

\*Our chosen Phonics Programme is **READ WRITE INC** – Please see our Early Reading Policy

# Our Termly Planner

Term	Early Learning Goal Threads	Our Sticky Knowledge – What do we want our children to remember?
<b>Autumn 1</b>	<p><b>When I Grow Up...</b></p> <p>Understanding the world</p> <p>History</p> <p>Past &amp; Present</p> <p>Science</p> <p>Art</p> <p>The Natural World</p>	<p><b>Week 2: My Past, Present, Future and PSHE – Families and new beginnings</b>                      Know who my family members are from the past and present and be able to talk about them by looking at photographs.                      Know that the future is time to come.                      Know about past and present events in their own lives and the lives of family members.</p> <p><b>Week 3: My Body</b>                      Know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin.                      Know the following facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth.                      Know the following internal organs - brain (where we think), lungs (fill up with air when we breath), heart (pumps blood around our bodies).                      PSHE: Valuing Differences</p> <p><b>Week 4: My 5 senses – Art focus to build a collaboration piece by the end of the week</b>                      Know the five senses - touch, taste, smell, sight, hearing.                      Know that senses are the way we learn about the world.                      Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is deaf or blind.</p> <p><b>Week 5: Geography and PSHE Week</b>                      To use maps of the local area + google earth to explore our community. To know where I live. To know where the school is. To know a different place in the world.</p> <p><b>Art:</b> Develop storylines in their pretend play. Recognising colour and exploring colour mixing. Self-portraits. Expressing feelings towards artists work-Van Gough and Picasso. Expressive Art: Sing in a group or on their own, increasingly matching the pitch and following the melody. Expressing their own ideas and feelings through music.</p>

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Autumn 2	<p><b>Into the Woods</b></p> <p>Science People, culture and communities (Diwali) Geography Art and Design The Natural World Seasonal Changes PSHE</p>	<p><b>Week 1 and 2: Diwali / Light and shadows</b> Know that <b>light</b> enables us to see. Know that <b>darkness</b> is the absence of light. Know that the following are <b>natural sources</b> of light – <b>Sun</b> Know that the following are <b>man made</b> sources of light - <b>Lightbulb</b>, television screen. Know that a source is where the light begins or comes from. Know that a <b>shadow</b> occurs when the light is blocked. Know explore making different shadows with your hand/puppets in torchlight/sunlight Recognise that people have different beliefs and celebrate special times in different ways. (RE)</p> <p><b>Week 3: Remembrance Sunday</b> To know that Remembrance Day is on the 11th November every year. Know that we remember the people who have died in wars on Remembrance Sunday. Know that the poppy is used as a symbol of the day because they grew on the battlefields after World War 1 when many people died over a hundred years ago. DT - Basic tools and techniques, Making holes</p> <p><b>Week 6: Same or Different</b> To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. PSHE: Me and My relationships</p> <p><b>Week 4: Seasons and PSHE Week</b> <b>Anti - Bullying Week: Getting on and Falling Out</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Art: Printing skills to practice to make their own printing interpretation of a season.</p> <p><b>Week 5: In the woods - Art focus to build a collaboration piece by the end of the week</b> Exploring and noticing things in the natural environment in the Woods links to Science and Geography. To know what different plants and animals are in the woods at Night time. To explore the colours and sounds of the woods.</p> <p><b>Week 6 and 7: Christmas</b> To know, retell and act out the Christmas Story is. To understand what a tradition is.</p>
Spring 1	<p><b>All Creatures Great and Small</b></p> <p>Science Geography The Natural World People, culture and communities Design and Technology</p>	<p><b>Week 1 and 2: The Natural world/Animals</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. To make observations of animals and plants and explain why some things occur and talk about changes. To identify and name a variety of common animals.</p> <p><b>Week 3 and 4: Chinese New Year Links</b> Chinese New Year dance workshop – to learn, practice, perform and showcase to an audience in groups/ solo. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>PSHE Week: Traditions and Cultures</b></p> <p><b>Week 5 and 6: Design and Technology Sculpture</b> Junk Modelling Plan, Design and Evaluate. Display the Junk modelling for Parents. PSHE: Keeping Safe at school, Keeping safe at home. Music: Focus songs with family and everyone – focus music techniques Loud and quiet sounds. Pulse. Listen and respond. Rhythm Explore and create. Using instruments Sing and play. Tuned percussion Share and perform</p>

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<b>Spring 2</b>	<p><b>The Big, Wide World</b></p> <p>Geography Art and Design The Natural World Past and Present Science Easter</p>	<p><b>Week 1: and 2: Geography</b> To know what a photo is. What life is like in the UK? Places, food and home in our countries. To understand geographical similarities and differences through studying the human and physical geography of Market Harborough and Asha in Indian. To locate a house, a road, a park – how school is same and different in our country to Indian.</p> <p><b>Week 2: Art and PSHE Week</b> To respond to artwork and create own representations. Henri Rousseau PSHE - Good to be me</p> <p><b>Week 3: National Science Week</b> Working Scientifically – investigations, exploring, noticing and observing, To see, talk about and understand the Spring and seasonal changes.</p> <p><b>Week 4 and 5: History</b> To have an awareness of events beyond living memory that are significant nationally or globally. To show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Week 6 and 7: Easter RE Links</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. PSHE: Growing and changing</p>
<b>Summer 1</b>	<p><b>On the bank of the Canal</b></p> <p>Science Geography The Natural World People, culture and communities Computing</p>	<p><b>Week 1 and 2: The Natural world/Animals (science) Trip to the canal and working scientifically</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. To make observations of animals and plants and explain why some things occur and talk about changes. To identify and name a variety of common animals. Life cycle of a butterfly</p> <p><b>Week 3 and 4: Plants (science)</b> To identify and name a variety of common wild and garden plants. To understand what plants needs to grow (water, sunlight, soil)</p> <p><b>Week 5: Geography</b> To identify bodies of water – manmade and natural To understand how we can protect the environment and how to be sustainable in our local community near the canal PSHE Being my best</p> <p><b>Week 6: Computing and PSHE Week</b> Logic Algorithms, Collaborating and decomposition. PSHE - Who keeps me safe, Healthy choices, Going for Goals</p>

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<b>Summer 2</b>	<b>Once Upon a Time...</b>  History Past and present Eid Celebration Design and Technology Science PSHE	<p><b>Week 1 and 2: History</b> To know who the royal family are past and present. To have an awareness of events beyond living memory that are significant nationally or globally. To show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Compare and contrast characters from stories, including figures from the past.</p> <p><b>Week 3: Eid Celebration</b> To know what a place of worship is. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Week 4: Design and Technology</b> DT - Food preparation techniques spreading and cutting  Food tech for stirring, mixing, pouring and blending. To understand Food tech for safety and hygiene – spreading and chopping skills.</p> <p><b>Week 5: Science</b> Materials how to sort into groups, Working scientifically with testing magnets/ floating. To classify materials and their use.</p> <p><b>Week 6: PSHE Week</b> Relationships: Change and Moving on. Transition week ready for Year 1. End of year Celebrations</p>
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