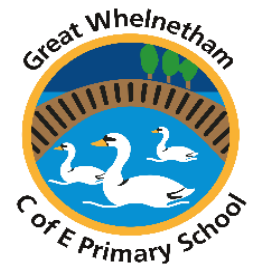


EYFS Curriculum at Great Whelnetham



At Great Whelnetham Primary School we follow the Statutory Framework for the Early Years Foundation Stage with some local variations made due to the context of our school and the changing needs of our pupils. The following document sets out an overview of the content of our EYFS curriculum.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- ❖ quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- ❖ a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- ❖ partnership working between practitioners and with parents and/or carers
- ❖ equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- ❖ the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- ❖ the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- ❖ assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes – 2 year cycle	Victorians/ Amazing Me!	Oceans and Seas/ Where Do I Live?	Jurassic Park/ The Great Fire!	Weather/ From London to Uganda	How does your garden grow?	Collages- Dinosaurs
Focus areas Blue - Areas of Learning	❖ Communication and Language: Transition ❖ Personal, Social and Emotional Development: Being Me in My World (PSHE) ❖ Understanding the World: Families (History) ❖ The Natural World: Seasonal activities (Autumn) The Human Animal ❖ Physical Development: Fundamentals 1/Gymnastics (PE)	❖ Personal, Social and Emotional Development: Celebrating Difference (PSHE) ❖ Understanding the World: Where do I live? (Geography) ❖ The Natural World: Zootopia ❖ Physical Development: Fundamentals 2/Gymnastics (PE)	❖ Personal, Social and Emotional Development: Dreams and Goals (PSHE) ❖ Understanding the World: London (History) ❖ The Natural World: Seasonal activities (Winter) Material World ❖ Physical Development: Fitness (PE)	❖ Personal, Social and Emotional Development: Healthy Me (PSHE) ❖ Understanding the World: London/Africa (Geography) ❖ The Natural World: Seasonal activities (Spring) Feel the Force/Magnets ❖ Butterfly Life Cycle ❖ Physical Development: Team Building (PE)	❖ Personal, Social and Emotional Development: Relationships (PSHE) ❖ Natural World: How does your garden grow? ❖ Physical Development: Striking and Fielding (PE)	❖ Personal, Social and Emotional Development: Changing Me (PSHE) ❖ Understanding the World: See the light ❖ Physical Development: Athletics (PE)
Key Events	❖ Transition ❖ Autumn Trail ❖ Victorian Day ❖ Victorian role play	❖ Remembrance Day ❖ Halloween ❖ Guy Fawkes/Bonfire Night ❖ Nativity ❖ Christmas	❖ Palaeontologist dig ❖ Winter Walk ❖ Pancake Day ❖ Chinese New Year	❖ World Book Day ❖ Mother's Day ❖ Easter	❖ Planting ❖ Growing beans	❖ Sports Day ❖ Class/School Trip ❖ Transitions
Key Texts	❖ Stories about Families ❖ My Mum ❖ My Dad ❖ My Mum and Dad make me laugh ❖ Peepo ❖ The Gruffalo ❖ Stick Man ❖ Lullabyhullabaloo ❖ The Baby's Catalogue ❖ Ten Little Fingers and Ten Little Toes ❖ Ten in the Bed	❖ Mog the Forgetful Cat ❖ Various Mog stories ❖ The Tiger Who came to Tea ❖ Owl Babies ❖ The Gruffalo ❖ Stick Man ❖ Christmas Stories/Nativity	❖ The Great Fire ❖ Vlad and the Great Fire of London ❖ Toby and the Great Fire ❖ Samuel Pepys Diary ❖ Nonfiction dinosaurs	❖ Life cycles ❖ London ❖ Handa's Surprise ❖ Sing to the Moon (Ugandan story) ❖ Sleep well Siba & Saba (Ugandan story) ❖ The Easter story	❖ Jack and the Beanstalk ❖ Cinderella ❖ Billy goats Gruff ❖ Snow white ❖ Traditional Tales	❖ The Jolly Postman ❖ Poetry ❖ Where the Forest Meets the Sea ❖ First Poems collection ❖ Letters and Postcards
SMSC	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.	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.	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.	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.	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.	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.

Assessment	❖ Speech Assessment (Lang Link) ❖ In-house baseline data ❖ National Reception Baseline Assessment (RBA) ❖ Observations on Tapestry ❖ Baseline on Arbor ❖ Bugclub assessments ❖ White Rose assessments ❖ Parent/pupil meeting – settling in.	❖ Observations on Tapestry ❖ Bugclub assessments ❖ Arbor data updated ❖ White Rose assessments ❖ Pupil progress meetings ❖ In-house phonics assessments ❖ In-house moderation	❖ Observations on Tapestry ❖ Bugclub assessments ❖ Pupil progress meetings ❖ In-house moderation ❖ White Rose assessments ❖ In-house phonics assessments ❖ Parent/pupil meeting – sharing targets.	❖ GLD predictions ❖ Observations on Tapestry ❖ Bugclub assessments ❖ Arbor data updated ❖ White Rose assessments ❖ In-house phonics assessments ❖ Pupil progress meetings	❖ Observations on Tapestry ❖ Bugclub assessments ❖ Pupil progress meetings ❖ Trust moderation ❖ In-house phonics assessments ❖ White Rose assessments	❖ Observations on Tapestry ❖ Bugclub assessments ❖ White Rose assessments ❖ Arbor data updated ❖ In-house phonic assessments ❖ End of Year Data submitted ❖ End of year Report to parents.
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Communication and Language in the EYFS at Great Whelnetham

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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	❖ Settling in activities and carpet times. ❖ Nursery rhymes - Singing Hands ❖ Adults modelling language throughout the day: "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" ❖ Language Link and Baseline Assessments	❖ Links to festivals, children's experiences, talking about shared experiences. ❖ Listen to stories to build familiarity, understanding and build vocabulary ❖ Songs – Nativity and Christmas songs. ❖ Listening to stories and developing vocabulary. ❖ Good listening skills. ❖ Sharing weekend news.	❖ Listen to stories to build familiarity, understanding and increase vocabulary. ❖ Ability to speak in sentences using language to develop relationships. Retelling a story using story language. ❖ Asking how and why questions... Sharing Christmas holiday news.	❖ Sustained focus when listening to a story. ❖ Describing events in detail using connectives. ❖ Understanding and using question words such as what, where, who... Sharing weekend news.	❖ Retelling stories with an increased knowledge of story language and vocabulary. ❖ Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. ❖ Sharing Easter holiday news.	❖ Able to talk about own abilities in positive way. ❖ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ❖ Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. ❖ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ❖ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ❖ Sharing experiences from their lives using full sentences including use of past, present and future tenses.

Literacy in the EYFS at Great Whelnetham

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).

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy: Comprehension	Listening to stories. ❖ 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.	Beginning to retell stories. ❖ Retell stories related to events through acting/role play. ❖ Retelling stories using images / apps. ❖ Retelling of stories. ❖ Editing of story maps and orally retelling new 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.	Retelling stories with the recently introduced vocabulary. ❖ Making up stories with themselves as the main character. ❖ Encourage children to record stories through picture drawing/mark making. 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 BugClub. ❖ Ensure home reading books match their phonic knowledge. ❖ Using recently introduced vocabulary during discussions about stories and during role-play.	Building fluency and understanding. ❖ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ❖ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. ❖ They develop their own narratives and explanations by connecting ideas or events.	Explaining the stories they have listened to or have read themselves. ❖ Retell a story with actions and / or picture prompts as part of a group. ❖ Use story language when acting out a narrative. ❖ Rhyming words. ❖ Can explain the main events of a story. ❖ Can draw pictures of characters/event /setting in a story. ❖ May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. ❖ Can draw pictures of characters/ event / setting in a story. ❖ Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. ❖ Make predictions. ❖ Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. ❖ Fiction means story. ❖ Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy: Word Reading	Linking sounds to letters. Phonic Sounds: Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	Begin to read words by blending. Phonic Sounds: Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Introducing di-graphs. Phonic Sounds: Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Begin to read simple sentences. Phonic Sounds: Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Read and understand simple sentences. Phonic Sounds: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy: Writing	Representing name and initial letter sounds. ❖ Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. ❖ Writing initial sounds and simple captions. ❖ Use initial sounds to label characters / images. ❖ Writing Names and Labels. ❖ Writing messages. ❖ Practising correct letter formation.	Writing CVC words. ❖ Labelling using initial sounds. ❖ Name writing ❖ Story scribing. ❖ Retelling stories in writing area. ❖ Sequencing the story. ❖ Practising correct letter formation.	Caption Writing and Tricky Words. ❖ Writing some of the tricky words such as I, me, my, like, to, the. ❖ Writing CVC words. ❖ Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. ❖ Create a story board. ❖ Practising correct letter formation.	Begin to write simple sentences. 'Hold and write a sentence'. ❖ Creating own story maps, writing captions and labels, writing simple sentences. ❖ Writing short sentences to accompany story maps. ❖ Labels and captions. ❖ Write a sentence. ❖ Ensuring correct letter formation.	Writing simple sentences. 'Hold and write a sentence'. ❖ Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. ❖ Rhyming words. ❖ Write 2 sentences. ❖ Ensuring correct letter formation.	Writing simple sentences and phrases that can be read by others. ❖ Story writing, writing sentences using a range of tricky words that are spelt correctly. ❖ Beginning to use full stops, capital letters and finger spaces. ❖ Using familiar texts as a model for writing own stories. ❖ Write a character description. ❖ Write three sentences with beginning, middle and end. ❖ Using correct letter formation. ❖ Write recognisable letters, most of which are correctly formed. ❖ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
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Mathematics in the EYFS at Great Whelnetham

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including cubes, numicon, number stones and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Mathematical experiences: ❖ Counting rhymes and songs. Classifying objects based on one attribute. ❖ Matching equal and unequal sets. ❖ Comparing objects and sets. ❖ Subitising. ❖ Ordering objects and sets / introduce manipulatives. ❖ Number recognition. ❖ 2D Shape recognition. Pattern and early number: ❖ Recognise, describe, copy and extend colour and size patterns. ❖ Count and represent the numbers 1 to 3. ❖ Estimate and check by counting. Recognise numbers in the environment. ❖ A number every week 'Number of the week'.	Numbers within 6: ❖ Number bonds to 5. ❖ Count up to six objects. ❖ One more and one fewer. ❖ Order numbers 1 to 6. ❖ Conservation of numbers within six. Addition and subtraction within 6: ❖ Explore zero. ❖ Addition and subtraction to 6. Measures: ❖ Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and Sorting: ❖ Describe, and sort 2-D & 3- D shapes. ❖ Describe position. Calendar and Time: ❖ Days of the Week. ❖ Seasons. ❖ Sequencing daily events.	Numbers within 10: ❖ Number bonds to 10. ❖ Count up to ten objects. Represent, order and explore numbers to ten. ❖ One more or fewer, one greater or less. ❖ Subitising to 5. ❖ Odd numbers and even numbers. Addition and subtraction within 10: ❖ Explore addition as counting on and subtraction as taking away. Numbers within 15: ❖ Count up to 15 objects and recognise different representations. ❖ Order and explore numbers to 15. ❖ One more and one fewer.	Numbers within 20: ❖ Count up to 10 objects. ❖ Represent, order and explore numbers to 20. ❖ One more and one fewer. ❖ Odd numbers and even numbers. Grouping and Sharing: ❖ Counting and sharing in equal groups. ❖ Grouping into fives and tens. ❖ Relationship between grouping and sharing. Doubling and halving: ❖ Doubling. ❖ Halving. ❖ The relationship between them.	Addition and subtraction within 20: ❖ Addition as counting on and subtraction as taking away within 20. ❖ Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity. Shape and Pattern: ❖ Describe and sort 2-D and 3-D shapes. ❖ Recognise, complete and create patterns. Money: ❖ Coin recognition and values. ❖ Combinations to total 20p. ❖ Change from 10p. Measures: ❖ Describe capacities. ❖ Compare volumes. ❖ Compare weights. ❖ Estimate, compare and order lengths.	Have a deep understanding of number to 10, including the composition of each number. Begin to have a depth of numbers within 20: ❖ Verbally count beyond 20. ❖ Explore numbers and strategies. ❖ Recognise and extend patterns. Apply number, shape and measures knowledge. ❖ Count forwards and backwards. Numbers beyond 20: ❖ One more one less. ❖ Estimate and counting. ❖ Grouping and sharing. ❖ Odd numbers and even numbers. Subitise up to 5. ❖ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Physical Development in the EYFS at Great Whelnetham

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	<u>Gymnastics, Cooperation and Moving</u> Gross Motor: ❖ Explore fundamental skills of balancing, running, skipping, jumping, hopping and skipping. ❖ Work collaboratively with others, taking turns and sharing ideas. ❖ Help individual children to develop good personal hygiene. ❖ Provide regular reminders about thorough handwashing and toileting.	<u>Gymnastics</u> Gross Motor: ❖ Improve wellbeing by building strength, flexibility and balance. ❖ Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. ❖ Two-wheeled balance bikes and pedal trikes.	<u>Fitness</u> Gross Motor: ❖ Understanding the importance of exercise and a healthy lifestyle on their body, mood and overall health. ❖ Work in groups to complete challenges. ❖ Two-wheeled balance bikes and pedal trikes.	<u>Team Building</u> Gross Motor: ❖ Develop communication and problem solving skills. ❖ Two-wheeled balance bikes and pedal trikes.	<u>Ball Skills</u> ❖ Learn skills including throwing and catching, stopping a rolling ball, retrieving and striking a ball. ❖ Learn rules of games and playing fairly.	<u>Sending and Recieving</u> Gross Motor: ❖ Races ❖ Rolling, kicking, throwing, catching. ❖ Turn-taking. ❖ Challenging themselves, perseverance.

	Fine Motor: ❖ Dough activities. ❖ Daily name writing activities. ❖ Fine Motor activities; threading, cutting, weaving, playdough. ❖ Show preference for dominant hand. Draw lines and anti-clockwise circles using gross motor movements. ❖ Hold pencil/paint brush beyond whole hand grasp. ❖ Pencil Grip – encourage tripod grip.	Fine Motor: ❖ Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. ❖ Use tools to effect changes to materials. ❖ Show preference for dominant hand. ❖ Engage children in structured activities: guide them in what to draw, write or copy. ❖ Teach and model correct letter formation.	Fine Motor: ❖ Daily name/CVC writing activities. ❖ Fine Motor activities including threading, cutting, weaving, playdough. ❖ Begin to form letters correctly. ❖ Handle tools, objects, construction and malleable materials with increasing control. ❖ Encourage children to draw freely. ❖ Holding Small Items / Button ❖ Clothing / Cutting with Scissors.	Fine Motor: ❖ Daily name/CVC writing activities. ❖ Threading, cutting, weaving, playdough, Finger Gym activities. ❖ Hold pencil effectively with comfortable grip. ❖ Forms recognisable letters most correctly formed.	Fine Motor: ❖ Daily name/CVC/sentence writing activities. ❖ Threading, cutting, weaving, playdough. ❖ Develop pencil grip and letter formation continually ❖ Use one hand consistently for fine motor tasks. ❖ Cut along a straight line with scissors / Start to cut along a curved line up to a circle	Fine Motor: ❖ Holding a pencil effectively in preparation for fluid writing using the tripod grip. ❖ Threading, cutting, weaving, playdough, Fine Motor activities. ❖ Form letters correctly ❖ Copy a square ❖ Begin to draw diagonal lines, like in a triangle ❖ Start to colour inside the lines of a picture ❖ Start to draw pictures that are recognisable ❖ Build things with smaller linking blocks, such as Lego. ❖ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ❖ Use a range of small tools, including scissors, paint brushes and cutlery. ❖ Begin to show accuracy and care when drawing.
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PSED in the EYFS at Great Whelnetham

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The aim of this areas of learning is help pupils to develop an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly to develop their skills of self-regulation. Throughout the year children will work towards simple goals. These include the following:

❖ Being able to wait to wait for what they want.	❖ Controlling their immediate impulses when appropriate.	❖ Give focused attention to what the teacher say.	❖ Responding appropriately even when engaged in activity.
❖ Show an ability to follow instructions involving several ideas or actions.	❖ Controlling own feeling and behaviours.	❖ Able to concentrate on a task.	❖ Applying personalised strategies to return to a state of calm.
❖ Able to ignore distractions.	❖ Thinking before acting to curb impulsive behaviours.	❖ Behaving in ways that are socially acceptable.	❖ The ability to persist and persevere.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED Managing Self	<u>Managing Self</u> ❖ New Beginnings. ❖ See themselves as a valuable individual. ❖ Being me in my world. ❖ Class Rule Rules and Routines. Supporting children to build relationships.	<u>Managing Self</u> ❖ Getting on and falling out. ❖ How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. ❖ Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	<u>Managing Self</u> ❖ Good to be me. Feelings. Learning about qualities and differences. ❖ Celebrating differences Identify and moderate their own feelings socially and emotionally. ❖ Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	<u>Managing Self</u> ❖ Relationships. ❖ What makes a good friend? Healthy me. ❖ Random acts of Kindness. ❖ Looking after pets. ❖ Looking After our Planet. ❖ Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	<u>Managing Self</u> ❖ Looking after others. ❖ Friendships. ❖ Dreams and Goals. ❖ Show resilience and perseverance in the face of challenge. ❖ Discuss why we take turns, wait politely, tidy up after ourselves and so on.	<u>Managing Self</u> ❖ Taking part in sports day. ❖ Winning and losing. ❖ Changing me - Look how far I've come! ❖ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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 importance of healthy food choices.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED Building Relationships	JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration
	Building Relationships: ❖ Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					❖ Work and play cooperatively and take turns with others. ❖ Form positive attachments to adults and friendships with peers. ❖ Show sensitivity to their own and to others' needs.



Understanding the World in the EYFS at Great Whelnetnam

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>
Understanding the World	❖ Who is in my family? ❖ Commenting on photos of their family – naming who they can see and of what relation they are to them. ❖ Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. ❖ Read fictional stories about families and start to tell the difference between real and fiction.	❖ Links to festivals: Bonfire night, ❖ Diwali, Xmas ❖ Can talk about what they have done with their families during past Christmas celebrations. ❖ Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand	❖ Roles of different jobs around us. What jobs do our family members do? ❖ Role-play – London/Firefighters – How have they changed	❖ Exploring London – compare to Uganda ❖ Role-play –	Role –play – garden centre.	❖ Exploring the seaside now and in the past. ❖ Talk about the lives of the people around them and their roles in society. ❖ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

	❖ Talk about members of their immediate family and community. ❖ Ourselves – parts of the body. ❖ Our school. ❖ Role play – home setting. ❖ Their past and their life as a baby. ❖ ‘Jumping’ back in time to a past event or era	why maps are so important to postmen.				
	<u>People, Culture and Communities</u> ❖ Describing their environment around them. ❖ Can they locate their home on google maps? ❖ Exploring what makes a family. The varying members of a family unit.	<u>People, Culture and Communities</u> ❖ Links to festivals: ❖ Bonfire night ❖ Diwali ❖ Christmas ❖ Role play – Christmas home scene. ❖ Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.	<u>People, Culture and Communities</u> ❖ Chinese New Year – how is it celebrated? How is it different to New Year here? ❖ Celebrating our differences. Significant cultural events: ❖ Pancake Day ❖ Easter ❖ Mother’s Day	<u>People, Culture and Communities</u> ❖ Maps of London ❖ Maps of Africa ❖ Where is Uganda? ❖ Explore some similarities and differences between life in this country and life in Uganda	<u>People, Culture and Communities</u> ❖ Describing their local habitat and a contrasting country. ❖ What are the similarities and differences? ❖ Exploring Africa ❖ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from books and maps	<u>People, Culture and Communities</u> ❖ Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. ❖ 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<u>The Natural World</u> ❖ Seasons – Autumn – differences and changes over time – weather, animals and plants. ❖ The Human Animal	<u>The Natural World</u> ❖ Zootopia – exploring different groups of animals	<u>The Natural World</u> ❖ Seasons – Winter – differences and changes over time – weather, animals and plants. ❖ Ice experiments ❖ Material World	<u>The Natural World</u> ❖ Seasons – Spring – differences and changes over time – weather, animals and plants. ❖ Feel the Force - Magnets	<u>The Natural World</u> ❖ Care and concern for living things. Planting Sunflowers, beans and other flowers. ❖ Looking after the caterpillars and observing life cycle	<u>The Natural World</u> ❖ Seasons – Summer – differences and changes over time – weather, animals and plants. ❖ Electricity – See the Lightp



Expressive Arts and Design in the EYFS at Great Whelnetham

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Expressive Arts and Design	Creating with Materials: ❖ Use of the continuous provision and how to use the creative provision area. ❖ Autumn pictures. ❖ Mixing colours and exploring textures.	Creating with Materials: ❖ Firework pictures. ❖ Listen to music and make their own dances in response. ❖ Christmas decorations, Christmas cards.	Creating with Materials: ❖ Winter pictures and scenes.	Creating with Materials: ❖ Spring pictures. ❖ Flower artwork. ❖ Mother's Day and Easter cards/activities.	Creating with Materials: ❖ Summer pictures and scenes	Creating with Materials: . ❖ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ❖ Share their creations, explaining the process they have used. ❖ Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive: ❖ Singing songs and learning some familiar songs. ❖ Role-play and Role Play - Small world play - linked to history topic, English Core Book and/or child interest.	Being Imaginative and Expressive: ❖ Singing songs and learning some familiar songs – Christmas songs. ❖ Performing the Nativity. ❖ Role-play and Role Play - Small world play - linked to history topic, English Core Book and/or child interest.	Being Imaginative and Expressive: ❖ Singing songs and learning some familiar songs. ❖ Role-play and Role Play - Small world play - linked to history topic, English Core Book and/or child interest.	Being Imaginative and Expressive: ❖ Singing songs and learning some familiar songs. ❖ Role-play and Role Play - Small world play - linked to history topic, English Core Book and/or child interest.	Being Imaginative and Expressive: ❖ Singing songs and learning some familiar songs. ❖ Role-play and Role Play - Small world play - linked to history topic, English Core Book and/or child interest..	Being Imaginative and Expressive: ❖ Singing songs and learning some familiar songs. ❖ Role-play and Role Play - Small world play - linked to history topic, English Core Book and/or child interest. ❖ Invent, adapt and recount narratives and stories with peers and their teacher. ❖ Sing a range of well-known nursery rhymes and songs. ❖ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

