

Personal, Social and Emotional Development:

Personal, social, and emotional development is crucial in the EYFS, especially during the first weeks of school. It helps children feel secure, build friendships, and develop confidence. Positive relationships and emotional well-being support learning, resilience and independence, laying the foundation for healthy interactions and a successful transition into the school environment.

Self-regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self: Taking on challenges: In this unit, children will consider why we have rules and the importance of persistence and perseverance in the face of challenges. They will learn how to communicate effectively with others, practicing ‘grounding’ coping strategies.

Week 1: Why do we have rules?
Week 2: Building towers
Week 3: Team den building
Week 4: Grounding
Week 5: Team Races
Week 6: Circus skills

Reception – Spring 1: Curriculum Map

Books:

- Jack Frost
- The Polar Bear and the Snow cloud
- Stories related to Chinese New Year
- A Ticket around the World
- The Boy who Sailed the World
- Here we are
- Coming to England

Key events:

- Winter walks
- Chinese New Year
- Safe internet day
- Food tasting

Communication and Language:

Communication and language are vital in the EYFS, especially during the first weeks of school. It helps children express needs, build relationships, and understand routines. Strong communication fosters confidence, supports emotional well-being, and lays the foundation for literacy and learning across all areas of development.

Over this half term we will be working on the following: Listening, Attention and Understanding:

- Links to festivals children’s experiences, talking about shared experiences.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Engage in story times
- Engage in non-fiction texts

Speaking:

- Describe events in some detail
- Connect one idea or action to another using a range of connectives
- Articulate ideas and thoughts in well-formed sentences

Around the World!

Our topic takes us on an exciting journey around the world, discovering the many places, people, and environments that make our planet so unique. We will begin by celebrating Chinese New Year, learning about its history, colourful traditions, special foods, parades, and the meanings behind symbols like dragons, lanterns, and the zodiac animals. This will help us understand how different cultures celebrate important events. As we travel further, we will explore a wide range of world landscapes—from tall mountain ranges and deep valleys to wide grasslands, winding rivers, deserts, and tropical rainforests. We will compare life in busy, modern cities with the quieter, more peaceful countryside, noticing how homes, transport and daily routines can vary across regions. We will also journey to the winter polar regions, discovering how people and animals survive in extremely cold climates. Alongside this, we will think about the idea of being home or away, exploring what makes a place feel familiar, welcoming, or completely new. Throughout our topic, we will continue learning about the changing seasons and how these changes affect both humans and wildlife. We will investigate different animal homes, from nests and burrows to ice dens and underwater habitats, gaining a deeper understanding of how animals adapt to their environments.

Religious Education

Branch 3: Galilee to Jerusalem

Key theme: ‘God’s only Son, who is at the Father’s side, has made him known’ (Jn 1:18).

In this branch, pupils across the school will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

- Week 1:** Catholics believe that the Wise Men visited Jesus with gifts.
- Week 2:** Catholics believe that Jesus is God’s son and came for everyone.
- Week 3:** Catholics believe that Jesus welcomes everyone.
- Week 4:** Catholics believe that Jesus takes care of everyone.
- Week 5:** Catholics believe that Jesus wants us to care for other people.
- Week 6:** Catholics believe that Jesus teaches us that we should share what we have with others.

Physical Development:

Physical development in the EYFS is essential during every week of school, supporting overall growth and readiness for learning.

- Gross motor skills** help children develop coordination, balance, and strength through activities like running, climbing, and jumping, building confidence and physical well-being.
- Fine motor skills** support hand-eye coordination and control, essential for tasks like writing, cutting, and self-care, laying the groundwork for academic and daily success.

Gross Motor skills: over this half term we will be working on the following:
Cooperation and Moving Gross Motor within continuous provision:

- Cooperation games i.e. parachute games.
- Climbing on outdoor equipment.
- Different ways of moving and retaining balance.
- Changing speed and direction.
- Negotiate space.
- Control of an object

PE lessons: - PE Hub:

- Dance - unit 1:** (Transport)
- Week 1:** Using our imaginations to move like a car – jumping and stillness
- Week 2:** Moving our bodies like a ship moves in the wind – ways to turn, gestures, stillness and balancing on one leg
- Week 3:** Using our bodies in different ways to be a train – travelling on bellies, gestures and tunnel shapes
- Week 4:** Makaton, sign language, farmers. – rolling, turning, leaping, crawling and galloping
- Week 5:** Telling a story of building a house with our bodies
- Week 6:** Dance like fire and put fire out – hoping, tiptoeing

Manipulation and coordination - unit 1:

- Week 1:** To handle a balloon
- Week 2:** To handle a ball
- Week 3:** To kick a ball
- Week 4:** To hop, jump and step
- Week 5:** To send a ball or beanbag
- Week 6:** To send and stop in a game

Fine motor skills:

- Dough activities.
- Daily name writing activities.
- Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.
- Showing preference for dominant hand.
- Drawing lines and circles using gross motor movements.
- Holding a pencil/paint brush beyond whole hand grasp.
- Pencil Grip – encouraging tripod grip

Literacy:

Literacy is key in the EYFS, as it lays the foundation for reading and writing. Early exposure to stories, songs, and mark-making builds vocabulary, listening skills, and phonological awareness. These experiences support language development, spark imagination, and foster a lifelong love of reading and learning.

Literacy comprehension: Over this half term we will

- Begin 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.

Literacy word reading: Supported by Little Wandle:
Phase 3

Week 1: ai, ee, igh, oa

Tricky words: review of previous

Week 2: oo, oo, ar, or

Tricky words: was, you, they

Week 3 : ur, ow, oi, ear

Tricky words: are, sure, pure

Week 4: air, er

Words with double letters – dd,mm,tt,bb,rr,gg,pp

Tricky words: she, push, he of

Week 5: Longer words

Week 6: Review and assessment

Expressive Arts and Design:

Expressive Arts and Design (EAD) in the EYFS is vital, as it encourages creativity, imagination and self-expression. Through music, dance, role play, and art, children explore ideas and emotions, developing confidence and communication skills.

It also lays the foundation for:

- Art:** Children experiment with colour, texture, and materials, building early artistic techniques and appreciation.
- Music and Drama:** Singing, movement, and imaginative play support rhythm, storytelling, and performance skills.
- Design and Technology:** Creating models and using tools fosters problem-solving, planning, and fine motor development.

Over this half term will be:

Creating with Materials:

- Linking colours to festivals.
- Winter pictures and scenes
- Listen to music and make their own dances in response.
- Crafts related to topics / Chinese new year

Being imaginative and Expressive:

- Singing songs and learning some familiar songs –
- Winter songs, role play, the arctic

Mathematics:

Mathematics is a vital part of the EYFS curriculum because it helps young children develop essential problem-solving and reasoning skills. Through playful activities like counting, sorting, measuring, and exploring shapes, children begin to understand patterns, numbers, and spatial awareness. These early experiences lay the foundation for future learning, supporting cognitive development and helping children make sense of the world around them in a fun and meaningful way.

In addition to continuous provision, we will cover the following, supported by White Rose Hub:

Alive in 5:

- Introducing zero.
- Comparing numbers to 5.
- Composition of 4 and 5.
- Compare mass
- Compare capacity.

Growing 6, 7, 8:

- 6, 7 and 8
- Combining two amounts.
- Making pairs.
- Length and height.
- Time.

Understanding the world:

Understanding the World in the EYFS is vital, as it encourages curiosity and exploration. Children begin to make sense of their environment, communities and the natural world. Through hands-on experiences, they develop observation, questioning and comparison skills, laying the groundwork for scientific thinking and cultural awareness. Understanding of the World lays the foundation for key subjects:

- Science:** Children explore the natural world through observation, experimentation, and questioning—developing early scientific thinking.
- Geography:** They learn about places, environments, and communities, building spatial awareness and a sense of belonging in the world.
- History:** Through stories, family traditions, and timelines, children begin to understand the concept of time, change, and their place in history.

Past and Present:

Can talk about what they have done with their families during Christmas' in the past.
Show photos of how Christmas used to be celebrated in the past.
Ernest Shackleton - Little People, Big Dreams

People, Culture and Communities:

- Chinese New Year – how is it celebrated
- How is it different to New Year here?
- Celebrating our differences
- Describing their local habitat and a contrasting country.
- What are the similarities and differences
- Exploring Africa/Polar regions.

The Natural World:

- Seasons – Winter – differences and changes over time – weather, animals and plants.
- Melting ice experiments.
- Non-fiction arctic environment and animals.
- Comparing the Arctic to their local environment – small world role-play.