

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: Listening and following instructions: In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.

Week 1: Simon Says

Week 2: Listening to a story

Week 3: Pass the Whisper

Week 4: Obstacle Races

Week 5: Blindfold Walk

Week 6: Treasure hunt

Reception – Spring 2: Curriculum Map

Books:

- Little Red Riding Hood
- Jack and the Beanstalk
- The gingerbread man
- The Little Red Hen
- The Three Little Pigs
- Mr Wolfs Pancakes
- Billy and the Beast
- The Easter Story

Key events:

- Pancake day
- World Book Day
- Mother's Day
- Easter

Once upon a time....

Once Upon a Time opens the door to a world of wonder, where stories, play, and real-life experiences come together. Children are invited to step into fairy tales through role play, small-world scenes, and storybooks, helping them bring characters and adventures to life. Through Communication and Language, children listen to magical stories, join in with repeated phrases, and share their own imaginative ideas with friends. Literacy grows naturally as children explore books, sequence familiar tales, make marks, and begin to create their own stories inspired by what they see and experience. In Understanding the World, children become explorers as they search for signs of spring, noticing blossoms, buds, and new life during outdoor play. They use all their senses to touch, smell, listen to, and observe nature, building curiosity and respect for the world around them. Children also travel back in time by exploring toys from the past, comparing them with modern toys and discovering how children played long ago. Expressive Arts and Design is woven throughout the topic with music, movement, art, and imaginative play. Physical Development and Personal, Social and Emotional Development are supported as children play together, share ideas, and grow in confidence.

Communication and Language:

Communication and language are vital in the EYFS. 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 stories and Easter, talking about shared experiences – Pancake Day
- Mother's Day, news from home. Sustained focus when listening to a story.
- Learn rhymes, poems and songs.
- Learn new vocabulary.
- Use new vocabulary throughout the day
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Speaking:

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Religious Education: Branch 4: Desert to Garden

Key theme: 'God love God loves me. God made me and the worlds me. God made me and the world'

Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light

Week 1: Catholics believe that we care for others in Lent.

Week 2: Catholics believe that the Church uses purple and ashes as signs of Lent and being sorry.

Week 3: Catholics believe that Jesus entered Jerusalem on a donkey

Week 4: Catholics believe that Jesus died on Good Friday

Week 5: Catholics believe that Jesus rose on Easter Sunday.

Week 6: Catholics believe that Easter is a celebration that Jesus is with us still.

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:

Body Management: unit 2:

Week 1: Twist and turn / egg roll skill

Week 2: Developing and showing body control

Week 3: Performing different jumps

Week 4: Jumping onto apparatus progression

Week 5: Travelling across apparatus

Week 6: Working as a team

Cooperate and Solve Problems Unit 1

Week 1: To match colours and symbols

Week 2: To work as a team to complete a task

Week 3: To use our bodies to make number and shapes

Week 4: To follow a trail

Week 5: To work with others to make patterns

Week 6: To work with a partner to complete a challenge

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 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

Literacy word reading: Supported by Little Wandle: Phase 3

Week 1: Review phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear

Tricky words: review of previous

Week 2: Review er / air. Words with double letters and longer words

Tricky words: review of previous

Week 3 : words with two or more diagraphs

Tricky words: review of previous

Week 4: air, er

Longer, words ending in – ing
Compound words

Tricky words: review of previous

Week 5: Longer words

longer words with s in the middle /z/ s words ending –s words with –es at end /z/

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:

- 🏰 Spring pictures
- 🏰 Flower artwork

Being imaginative and Expressive:

- 🏰 Singing songs and learning some familiar songs
- 🏰 Easter songs.
- 🏰 Role Play – Once upon a time storytelling
- 🏰 Small world – Castles and Dragons.

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:

Growing 6, 7, 8:

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

Building 9 and 10:

- 🏰 Counting to 9 and 10.
- 🏰 Comparing numbers to 10.
- 🏰 Bonds to 10.
- 🏰 3D shapes.
- 🏰 Spatial awareness.
- 🏰 Patterns.

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:

Exploring Dragons and Castles.

- 🏰 Do homes look like castles?
- 🏰 Are there some castles in the present?
- 🏰 Do dragons live now?
- 🏰 Role-play – Knights and Princesses in the castle.
- 🏰 Understanding the past through stories and storytelling

People, Culture and Communities:

- 🏰 Maps of Little Red Hen's farmyard.
- 🏰 Maps of Little Red Riding Hood's journey through the wood.
- 🏰 Developing maps of the outdoor area.

Significant cultural events:

- 🏰 Pancake Day
- 🏰 Easter
- 🏰 Mother's Day

The Natural World:

- 🏰 Seasons – Spring – differences and changes over time – weather, animals and plants.
- 🏰 Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.