

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.

Our theme for this half term is 'Building relationships: My Family and Friends.'

In this unit children will explore cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend. They will explore how kind words make others feel good, recognising the value in working together as a team.

Week 1: Festivals

Week 2: Sharing

Week 3: What makes a good friend?

Week 4: Being a good friend

Week 5: Teamwork

Week 6: Celebrating friendships

Books:

- 📖 The Very Hungry Caterpillar
- 📖 Argh Spider!
- 📖 Diary of a Wombat
- 📖 What the Ladybird Heard
- 📖 Click Clack Moo
- 📖 The Tiny Seed
- 📖 Oliver's Vegetables
- 📖 Supertato
- 📖 The Extraordinary Gardener
- 📖 Farmer Duck

Key events:

- 📖 St George's Day
- 📖 Caterpillar transformation
- 📖 Minibeast hunting
- 📖 Growing seeds

Amazing animals! Farm, food and growing

During this half term we will explore animals, farms, food and the natural world through play, stories and hands-on learning. Using different activities relating to farming – Children will learn about different farm animals, the sounds they make, and how farmers care for them, along with their offspring. They will begin to understand where everyday foods such as milk, eggs, fruit and vegetables come from and why healthy eating is important. We will explore growing and life cycles by planting seeds and observing how plants and animals change and grow over time. Through patterns, we will notice the colours, markings and textures found on different animals. They will also learn about habitats, discovering where animals live and what they need to survive. The children will explore maps and develop early map skills and learn about places such as farms and fields. Learning about changing seasons will help them to understand how weather affects animals, plants and farming.



Religious Education: Branch 4: To the Ends of the Earth

Key theme: The season of Easter, the Resurrection of Christ and Pentecost

'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Week 1: Catholics believe that forty days after Easter, Jesus went back to his Father in Heaven.

Week 2: Catholics believe that Jesus promised a 'special friend' to help and support us.

Week 3: Catholics believe the Holy Spirit came to the disciples at Pentecost.

Week 4: Catholics believe Pentecost is a special celebration in the Church.

Week 5: Catholics believe the early Christian community lived out the Good News of Jesus. Sunday.

Week 6: Catholics believe that we are all God's children and that makes us brothers and sisters.

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:

Early Learning Goal – Listening, Attention and Understanding

- 📖 Holding conversation in back-and-forth exchanges with adults and peers.
- 📖 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.

Early Learning Goal – Speaking

- 📖 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of, with modelling and support from their teacher.
- 📖 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 📖 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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:

Gymnastics – Unit 2:

Week 1: To link different shapes and ways of moving.

Week 2: To egg roll and log roll.

Week 3: Performing different jumps

Week 4: To balance on points and patches

Week 5: To perform our story to music

Week 6: To use a start and finish position

Cooperate and Solve Problems Unit 2

Week 1: To follow a trail with a partner

Week 2: To play parachute games

Week 3: To make jumping patterns

Week 4: To create movement patterns

Week 5: To lead a partner in tapping patterns

Week 6: To navigate obstacles

Fine motor skills:

- 📖 Daily name/ CVC/Sentence writing activities.
- 📖 Threading, cutting, weaving, playdough, Finger Gym activities.
- 📖 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/circle.

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:

- 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

Writing comprehension: Over this half term we will:

- 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.
- Write 2 sentences. Ensuring correct letter formation

Literacy word reading: Supported by Little Wandle:

Phase 4

Week 1: Short vowels - CVCC,

Tricky words: said, so, have like

Week 2: Short vowels – CV, CC, CCVC

Tricky words: some, love, come do

Week 3 : short vowels CCVCC CCCVC CCCVCC

Tricky words: were, here, little, says

Week 4: longer words compound words

Tricky words: there, when, what, one

Week 5: root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –es

Tricky words – Review all

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:

- Farm pictures
- Healthy Eating collages.
- Observational drawing

Being imaginative and Expressive:

- Singing songs and learning some familiar songs
- Spring songs. Role-play – farm shop/garden centre.
- Small world play – farmyards.

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:

To 20 and beyond

- Build numbers beyond 10
- Count patterns beyond 20
- Spatial reasoning 1
- Match, rotate and manipulate

First, then now:

- Adding more.
- Taking away.
- Spatial awareness 2.
- Compose and decompose

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:

- Looking at photos of occupations past and present.
- Discussing how they have changed.
- How do we know it's an old photo?

People, Culture and Communities:

- Describing the farm environment and what the animals' needs are.
- Exploring the difference between life in our town to life on a farm.

The Natural World:

- Seasons – Summer – 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.

Care and concern for living things. Planting Sunflowers, beans and other flowers.

- Role-play:** garden centre.
- Observing minibests.
- Looking after the caterpillars.