



EYFS Curriculum Cycle 1

2024-2025



		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Religious Education	Nursery	<u>Creation and Covenant</u> The children in nursery will begin to recognise that God made the world and that He made them too. They will start to recognise how God loves all of us and how we are all special. The children will learn how to pray together and will watch and try and copy the adult making the sign of the cross.	<u>Prophecy and Promise</u> The children will be introduced to the story of the Nativity, recognising that Mary was chosen to be Jesus's mummy. They will hear and learn about how the Shepherds came and visited the baby Jesus. The children will recognise the Advent Wreath and will try and make one during Advent.	<u>Galilee to Jerusalem</u> Following on from the birth of Jesus, the children will learn about how the Kings came to visit Him and how they brought gifts. They will read age related scripture about how Jesus invited the children to come to Him and how He loves everyone.	<u>Desert to Garden</u> The children will reflect on the feeling of sadness as they begin to recall the story of Jesus dying on the cross. They will know that during Lent we will try and remember Jesus more and might help people because this would make Jesus happy. We will look at the idea of new life and spot these in nature.	<u>To the Ends of the Earth</u> During this term, the children will learn that Jesus went back to his Father in Heaven, but he sent a special friend, the Holy Spirit to help people. They will visit church and have chance to explore and answer questions about the special place.	<u>Encounter and Dialogue</u> The children will find out about some of Jesus's special friends and what they did to help other people. They will also learn about how different people believe different things and how that we are all unique.
	Reception	The children will recognise that God made the world and all that is in it. They will take part in lots of activities thinking about how we can care for the world and all the people. They will learn how to pray and start to recognise some of the school prayers that we say together. This term, the children will start to attend the child led prayer and liturgies listening to scripture and having time to reflect on it.	Throughout this half term the children will be exploring the Nativity story starting with the Annunciation leading to Jesus's birth. They will think about the gifts that they receive and think about how Jesus was the greatest gift of all. They will have the opportunity to make an Advent Wreath and think about the symbolisms on it. We will prepare for Christmas thinking about how can we help others.	Immediately after Christmas, we will discuss the visit from the Magi, (the three wise men) and how they brought gifts to Jesus. We will link this to the gifts that the children received at Christmas time. We will begin exploring different scripture passages and how Jesus gave us messages through the use of stories. We will read 'The feeding of the 5000', 'Bring the children to me'. We will also be learning the prayer Glory Be.	The children will learn a simplified version of the story of Holy Week thinking about why Jesus did what he did. They will create short dramas for each day of the week. We will be looking for signs all around us, and look at the traditions of Lent. We will think about ways in which we can prepare for Easter, helping others where we can.	The children will look at the story of Pentecost and how Jesus returned to heaven. We will look at the signs of the Holy Spirit and how we can always talk to Jesus even though He is not in front of us. We will continue to visit and explore our parish church of St William's and invite the children to ask questions about the building and our faith. The children will understand that the church is special for the people in our school and our parish.	Building on the from the previous term, the children will continue to understand that some places are special to members of their community and these differ depending on people's faith. They will recognise that people have different beliefs and celebrate special times in different ways.

Themes		Our Homes and Pets	Celebrations	Holidays and Getting Away	Adventures Above and Under the Clouds	Growing	Animals including Dinosaurs
Literacy	2-3-year-olds	Baby Sleepy Baby, Dragon Loves Penguin I will always love you I love You Tractor Mac Harvest Time	Thread of Love The Giving Day Diwali Lights Holi Colours	Where are you Puffling? Grandad's Island Spot Goes on Holiday	Hopper and Wilson I can Explore What makes us Happy? Gravity Bizzy Bear Space Rocket	One Whole Bunch The Secret Garden In My Tree	Dear Zoo Dinosaur Roar Bug Hunt Mama Saurus Elmer and the Gift
	3-4-year-olds	Barbara Throws a Wobbler Who are you? Lulu Gets a Cat Oh No George! The Enormous Turnip The Gingerbread Man	The Rainbow Fish Nursery Rhymes Room on the Broom Christmas Books Dipal's Diwali	The Everywhere Bear A ticket around the world The Suitcase The Train Ride Dragons in the City	How to catch a star Rocket Rocket Zoom Aliens Love Underpants Zoom to the Moon Octopants Shark in the Park Whatever Next The Man on the Moon The Easter Story A Good Place	The Very Hungry Caterpillar Titch Jasper's Beanstalk Oliver's Vegetables The Tiny Seed Handa's Surprise Kitchen Disco	Elmer Penguin Small Polar Bear, Polar Bear. Very Important Dinosaurs Under the Sea The Zookeeper Poo in the Zoo
	Reception	Dear Zoo The Three Billy Goats Gruff Animation - Mr Benn - Zookeeper Superworm The Little Red Hen Animation - Lion King - The Circle of Life The Odd Egg	What's in the Witches Kitchen? Hansel and Gretel Animation - Trapdoor The Hairy Toe The Gingerbread Man The Christmas Pine Animation - The Gift (Manor)	The 100 Decker Bus Chicken Licken Animation - Journey We're Going on a Bear Hunt The Magic Porridge Pot Animation - Wacky Races	The Night Pirates Princess and the Pea Animation -Popeye Lost and Found Princess and the Pea Animation - Willo's the Wisp- The thoughts of Moog	The Diddle that Dumbled The Enormous Turnip Animation - Roadrunner Tiddler Jack and the Beanstalk Animation - Batfink- The Short Circuit Case	Are the Dinosaurs Dead, Dad? The Three Little Pigs Animation - Elementals Where the Wild things are. The Ugly Duckling Animation - Andy's Dinosaur Adventures

Phonics	2-3	The children will be focusing on the seven aspects of Phase 1 phonics, these include; Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds and Oral Blending and Segmenting.		
	3-4	Throughout their pre-school year, the children will be developing the skills introduced above but lengthening the time in which they are able to listen and respond.	Phase 1 During the Summer Term, the children will be accessing Bug Club Phonics and completing the phonics activities in the chosen texts.	
	Rec	Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss	Phase 3 j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo	Phase 4 ar, or, ur, ow, oi, ear, air, ure, er adjacent consonants consolidation (cvcc)
Maths	Nursery	More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names Begin to order number names I see 1, 2, 3 Join in with repeats Explore position and space	Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore patterns Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort and compare
	The children in nursery will be using the same themes but the adult led activities will be age and stage appropriate.			
	Nursery Provision	<u>Daily opportunities for key learning:</u> Maths will be in all different areas of continuous provision. Number rich environment Explore numbers through number rhymes and stories. Maths jigsaws available daily	<u>Daily opportunities for key learning:</u> Reciting numbers to 10 – forwards and backwards Join in with number songs Count a range of objects: 1 to 1 correspondence Access maths books in provision – number rhymes, counting, shape To show numbers using fingers To make pictures using shapes To recognise numbers and shapes in the indoor and outdoor environment	<u>Daily opportunities for key learning:</u> Ordering numbers Counting on and back Match numeral to quantity Access books with numbers and counting Calculating –more & less Comparing sizes, shapes and numbers Maths jigsaws available daily
	Reception	Match, Sort and Compare Talk about Measures and Patterns It's me 1,2,3! Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, height and time Building 9 ad 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, Compose and Decompose Sharing and Grouping Visualise, Build and Map Make Connections

Physical Development	All	<u>Daily opportunities for key learning:</u> - Malleable activities available on a regular basis - Opportunities to play outdoors on the climbing frames - To use a range of fastenings to begin to develop fine motor skills. - Have a range of different sensory experiences for the children to explore. - Have resources available for the children to access themselves.	<u>Daily opportunities for key learning:</u> - Opportunities for daily outdoor play- moving in a range of different ways including bikes, scooters and other vehicles - Have a range of writing equipment available for the children to use- crayons, felt tips, pencils etc - Continue to allow free access to resources.	<u>Daily opportunities for key learning:</u> - Play outside will involve opportunities to develop movement and balancing using a range of resources. - Fine motor activities in continuous provision Weekly physical development sessions at specified times of the week.
		Gross Motor Skills Through the use of outdoor space and some indoor resources, the children will develop their overall body strength, coordination, balance and agility. Activities will be taken from the outdoor gym that includes a scramble net, mini weights, cones and balance beams. Children can also choose to create their own obstacle courses to try and balance on- these can be created using beams, tyres, crates, reels and other resources.		
		Fine Motor Skills Fine motor skills will be developed daily in both the indoor and outdoor areas. The children will be taking part in dough disco on a daily basis to strengthen the muscles in their hands, arms and shoulders; this in turn will help them to effectively use a range of different tools competently, safely and confidently. It will also support their writing and the use of paintbrushes, cutlery and scissors for cutting. Within indoor provision there is always some fine motor activity; these could include threading, pegging, tweezers, painting, playdough activities, cutting, rolling etc.		
	2-3 year	<u>Focus teaching 2-year-old</u> • Daily Dough Disco building up muscle skills • Access to a range of different resources- these will be modelled by an adult- rolling pin, cutters, presses	<u>Focus teaching 2-year-old</u> • Daily Dough Disco Use of a range of wheeled vehicles, children to try and follow simple pathways.	<u>Focus teaching 2-year-old</u> • Daily Dough Disco Access fine motor activities with support from an adult.
	3-4-year-olds.	<u>Focus teaching for 3 & 4 -year-old</u> • Daily Dough Disco building up muscle skills • Adult initiated tasks with a clear outcome to develop muscle Fine motor activities to develop precision	<u>Focus teaching for 3 & 4 -year-old</u> • Development of fundamental movement skills • Using cones, traffic lights etc., ask the children to create 'Roads' for them to travel along - developing spatial awareness. • Handwriting using ribbons, large paper, water and paint brushes.	<u>Focus teaching for 3 & 4 -year-old</u> • Development of fundamental movement skills • With support, start to use tools correctly- make sure left-handed tools are also available. • See letter formation modelled correctly using our scheme Bug Club Phonics (preschool only) • Using tools to write over their names.

		Reception	Fundamental Movement Skills The children will be building on previously learnt skills to run, jump, catch, hop and climb. To challenge themselves by 'having a go' and to evaluate their own performance.	Gymnastics The children will learn that their bodies move in different ways and will be able to perform rolls, balances and moving like a gymnast. Dance Within the dance unit, we will hopefully see all the children express themselves through movement using a range of musical genres.	Dance Throughout this unit, the children will have the opportunity to watch and dance performances and discuss these. FMS All the children will be developing their fundamental movement skills through a range of games and activities.	Catching a Ball Through playing games the children will develop their skill of catching a ball. The children will start with catching large balls decreasing the size as they progress. Striking and Fielding The children will start to use their fundamental skills to try and strike a ball with different size bats.	Athletics The children will be practicing their fundamental movement skills ready for the annual Sports Day in school.	OAA The children will use very simple maps to navigate around the outdoor environment. They will use symbols to represent different objects.
Understanding the World with other links to other areas of learning	2-3-year-old	• Circle times with key workers to promote positive relationships. • Recognise who is important to them and why. • Discussion about how they are part of Sparklers Nursery and how we help each other. • Discuss how they are unique and special.	• Talk about different celebrations that they have been part of. As Christmas approached discuss family traditions to celebrate. • Discuss/ show how different people celebrate. Role play celebrations and recognise how this is special for them,	• Discuss different ways of travel using small play. • Explore different environments; hot and cold, mountainous etc using a text as a focus. • Explore textures Talk about holidays and their own experiences.	• Talk about space and pique children's curiosity • Role play being astronauts • Discussion about Easter and prepare for this during the season of Lent • Discuss and observe seasonal changes. Talk about sun safety	• Make observations of growing plants • Discuss how food is grown and transported. Hands on experience of growing plants and food.	• Discuss animals that the children have encountered (follow on from the Autumn term) Exploration of different habitats within the nursery setting.	
	3-4-year-old	• Circle times with key workers strengthening relationships. • Discussion about families and how all families are different. Talk about how they are unique and what makes them special. Link to being given gifts and talents by God.	• Discussion about family customs and routines • Take an active part in celebrations from other cultures. • Recognise and describe special celebrations that they have taken part in. Create a wreath to lay on the cenotaph and discussion about World Wars.	• Discuss own experience of holiday destinations • Role play in an airport thinking about the different roles. • Role play travel agent booking holidays Investigation of different textures - different environments	• Pique children's interest by looking at different images from space and under the sea. • Explore sea creatures and explore living things in their environment. • Make observations and record seasonal changes. Discuss Easter and why people celebrate it.	• Investigate observations of plants and how they grow • Explore what is needed to help plants grow. Discussion about how foods are transported (interest of the children)	• Discuss animals in their habits and how these differ. • Identify further habitats • Discuss animals' diets linking this to previous learning. Make observations and record seasonal changes.	

Reception	Living things & their habitats (animal survival and growth) The children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will have the opportunity to explore the outdoor area to find different habitats. The children will be able to examine photos of different habitats that can't be seen in the school grounds. The children will make observations about the season and what the environment looks like. This will lead to discussions in further terms about the changes that have occurred.	Animals incl. humans (humans; grow and stay healthy) This term, the children will understand the importance of healthy food choices for both humans and animals. We will be discussing the difference between a need and a want, where a need helps us to stay healthy, whereas a want doesn't always benefit our health. This leads to discussion about choices. The children will think about how they have changed physically and how their needs have changed and how they are more independent now. They will complete a simple timeline of their life so far.	Everyday materials The children will have the opportunity to explore collections of materials with similar and/or different properties. They will be encouraged to use a magnifying glass to look at the objects carefully and work out the material in which it is made from. Whilst in the classroom, and in the outdoor provision the children can talk about what they see, using a wide vocabulary. They will begin to test objects to see if the float or sink, whether they are waterproof etc.	Uses of everyday materials (different context to previous) Within this unit, the children will be using previous knowledge to design a new product based on the properties. They will observe, test, and talk about the differences between materials and make suggestions to what would be the best material to make their new product- a new umbrella.	Plants During the Summer term, we will explore the natural world around us, making observations and drawing pictures of plants. We will compare these to the observations that we made in the different seasons. We will consider the different environments and think about what helps plants grow. The children will plant seeds and care for growing plants, making regular observations on how they have changed. There will be discussions about the key features of the life cycle of a plant. The children will continue to compost in the compost bin in the outdoor area.	Living things and their habitats (revisited) This unit will build on the first unit of the year. The children will revisit local habitats to see if any changes have occurred due to the change in season. The children will continue to explore further habitats linking this to different countries and their weather patterns. The link to Literacy will help the children develop a good understanding of the animal characters in the stories.
	Autumn 1 - Wacky Weather! We will look closely at similarities, differences, patterns and change in nature, focussing especially on the weather. Identify the differences in types of weather dependent on location. Look at different environments and how weather have affected these.	Spring 1- Where on Earth! Talk about our own environment and that of other countries and how they are similar and different. Look at simple maps and identify some of the features. Link to previous learning about weather and where abouts different places are. Use correct terminology for children to learn - equator, poles, continents, oceans.	Summer 1 - Big or Small? Rich or Poor? Contrasting locality - village in Africa. After discussing different places about the world and comparing different landmarks, the children will focus on Africa and how it is similar/ different to where we live now. They will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Through discussion, they will 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.			

		Autumn 2 -Home, Sweet Home! The children will be exploring their locality starting with the school grounds and moving out to the local area. Where possible the children will be given the chance to go on a field trip to explore the locality. They will think about the changes that have occurred and will discuss if they feel they have had a positive or negative impact.	Spring 2 - Excellent Explorers Linking this unit to the Literacy, the children will begin to understand the past through settings, characters and events encountered in books read in class and storytelling. They will be able to name some of the explorers and explain some of the details of their exploration.		Summer 2- A Toy Story As a group, we will be exploring the history of toys. We will study toys that were used by parents, grandparents and toys that are played with now. The children will have a range of toys in the continuous provision that they can explore and discuss with their friends. We will encourage the children to ask questions about the toys that have piqued their interest. Children will have the opportunity to design a new toy and write an advert for it. They will look at the cost of different toys in magazines recognising the digits. The children will be asked to play some of the group games to develop their communication and language and skills associated with PSSED.	
Expressive Arts and Design with links to other areas of learning		<u>Daily opportunities for key learning:</u> -Singing, music and movement - Draw and paint - Explore colour and texture through mixing - Create colour and texture through mixing - Access to a range of construction materials - Practise with tools: scissors, spreaders, cutters, hole punch, clay tools - Access to creative and imaginative areas -Singing Christmas songs in preparation for the Nativity.	<u>Daily opportunities for key learning:</u> -Singing songs related to topic / story / seasons - To listen to and respond to music - indoors and outdoors - Access to drawing and painting indoors and outdoors - Talk about textures - baking activities / food tasting / sensory tubs - To access a variety of construction materials - Access to engaging Role play areas		<u>Daily opportunities for key learning:</u> -Singing, music and movement - Draw and paint - Explore colour and texture through mixing - Create colour and texture through mixing - Access to a range of construction materials - Practise with tools: scissors, spreaders, cutters, hole punch, clay tools - Access to creative and imaginative areas	
	2-3-year-olds	• Daily Nursery rhyme singing with instruments • Access to Painting easel and mark making areas with a variety of materials • Access to imaginative role play and small world	• Daily Nursery rhyme singing with instruments • Access to Painting easel and mark making areas with a variety of materials • Explore colour mixing • Create Christmas Lights to decorate the classroom.	• Children explore different pieces of artwork and use techniques to mimic some of them. • Children to take part in daily singing and dancing. • Use instruments correctly	• Children use joining techniques to build Rockets. • Create out of space pictures • Songs about the space and under the sea topic. • Children create under the sea pictures using a range of techniques.	• Daily singing and dancing sessions. • Create movement/ dance to show a plant growing • Use structures to express ideas- making a pot for their plant, a simple green house.

	3-4-year-olds	• Daily Nursery rhyme singing where children can tap out the beat. • Access to constructions using a range of different materials. • Access to imaginative role play and small world. • Small group work using the stage to show case dance, song and drama	• Daily Nursery rhyme singing where children can tap out the beat. • Explore repeated rhymes • Create a range of different Christmas decorations using a range of different textures and joining techniques.	• Painting challenges linked to topic of holidays, different destinations. • Construction challenges linked to topic- creating different suitcases. • • Use Props to retell a story - small world / role play area	• Build Rockets using a range of different size boxes and joining techniques. • Create out of space pictures using different artistic techniques • Songs about space and under the sea using voices to create different sounds.	• Explore how sound and movements can be changed. • Daily sessions for singing dancing and ring games. • Compare a range of different songs and show preference to what they like. • Design and make a range of objects in the construction area	• Representational drawings using timelines to show the prehistoric era • Design and construct with a purpose - an enclosure for an animal. • • Acting out a narrative or story with peers
	Reception	Autumn 1 - Drawing and painting - weather art. Co-create stories based on weather and pictures based on their ideas and experiences. Children will use a range of different tools to create different effects- different sizes brushes, sponges, pipettes etc to create different pieces of weather art. This will link with observation about Autumn weather and how there are environmental changes.	Spring 1 - Teddy bears picnic - Food All the children will have the opportunity to try different foods that could be taken on a picnic. They will learn how to prepare them safely and the importance of good hygiene. The children will use a range of tools to cut, peel slice, grate, and mash. Food will be available for sorting in the domestic role play area. The children will have play dough in the malleable area to help them practice their skills of chopping, rolling etc. This will link to maths with children creating pictograms for favourite foods etc.		Summer 1 Drawing and painting and sculpture - Cezanne. The children will continue to explore sculptures focusing particularly on the work of Cezanne. They will use a wider range of tools, with more accuracy and independence. The children will be able to discuss their work and think about what changes they would make next time to improve their sculpture.		
Autumn 2- Decorations - Textiles Supporting children to gain confidence in their own ability representing and sharing ideas. The children will have the opportunity to practice sewing and will be supported to sew their own Christmas decoration. The children will create a design that can be created on Christmas cards or wrapping paper.		Spring 2 -Drawing and painting and 3D The children will build on skills they have been using in the malleable area by creating 3d objects from a range of different materials. They will use a range of small tools, including scissors, paintbrushes, cutters and cutlery. Their drawings will begin to show more accuracy with the children being able to discuss their drawing with an adult.		Summer 2 Moving mini-beasts - mechanisms and mechanical systems The children will be learning how to make simple mechanisms this term. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used to other children in the class.			
Throughout the year, in music lessons and through the singing of hymns and nursery rhymes, the children will be able to listen attentively and talk about music. They will learn to express their feelings and responses They will learn to sing in a group or on their own, increasing matching the pitch and following the melody.							