

## Furneux Pelham School EYFS Curriculum

In addition to the statutory requirements (educational programmes in seven areas of learning) set out in the EYFS Statutory Framework, children at Furneux Pelham Primary School experience a broad and balanced curriculum offer. We teach children knowledge and skills that will prepare them for what comes next in their educational journey and offer extensive opportunities for them to practise, embed and rehearse learning so that changes are made to long term memory and true learning takes place.

### Whole School Curriculum Goals:

- Broadening Horizons
- Great Outdoors
- Celebrating diversity

The prime areas of learning (Communication & Language, Physical Development & Personal, Social & Emotional Development) are threaded throughout our learning environments and interactions continually enable development in these areas.

Our phonics and numeracy teaching follows with complete fidelity to the following programmes:


Phonics - Little Wandle - Letters & Sounds

Numeracy - White Rose

Writing is taught specifically using a Talk 4 Writing approach. Specific teaching on letter formation, as developmentally appropriate, is given and children have opportunities to mark make in all areas of learning in our rich continuous and enhanced provision.

Furneux Pelham School

EYFS Curriculum for September 2024 - 2025

	<b>Themes:</b> Autumn - Broadening Horizons Spring - Celebrating Diversity Summer - Great Outdoors	Reception Class Woodpecker
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2024-20205					
Autumn Term Broadening Horizons		Spring Term Celebrating Diversity		Summer Term Great Outdoors	
	<b>Autumn 2</b> Christmas church service Decorating Day Visit from key job/people who help us	<b>Spring 1</b> Playing in cold/snow Visiting guests – artist, poet, author etc.	<b>Spring 2</b> caterpillars Visit from member of another faith or culture	<b>Summer 1</b> Local Walk	<b>Summer 2</b> Summer trip School Play performance

	<b>Autumn 1 Who am I?</b>	<b>Autum 2 When I grow up</b>	<b>Spring 1 Wisdom all around us</b>	<b>Spring 2 Noticing similarities &amp; Differences</b>	<b>Summer 1 Important places</b>	<b>Summer 2 Living things</b>
<b>Key Vocabulary</b>	Family Mummy Daddy Brother Sister Pet Stepdad/Mum Uncle Auntie	Job Career Vocation Adult Baby Child Public Servants (Doctor, Nurse, Teacher, Police	Colour Explore Shade Light Dark Teamwork Collaborative Resourceful Sharing	Seasons Weather Year Autumn Winter Spring Summer Sun Rain Snow Hail Cloudy	Map Plan Route Road Village Town City School Aerial, Town Village Path House Flat	Human Animal Minibeast/Insect Sight – Eyes Hearing – Ears Taste – Mouth

	<p>Cousin Godparents Great auntie/ uncle/ grandparents Friends Community Past Present Future Compare Historical figure Significant Important Red Blue Yellow Green Orange Pink Purple etc. Primary colours Secondary colours</p>	<p>Officer, Fire Fighter, Paramedic) Cleaner Vet Shop Keeper Christianity Christian Church Bible Judaism Jew Synagogue Torah</p>	<p>Listen Louder Quieter Smaller Bigger High Low Quick Slow Teacher Philosopher Artist Musician Actor Parent Grandparent</p>	<p>Storm Thunder Lifecycle Muslim Mosque Islam Allah Quoran Religion Faith Ethnicity, love</p>	<p>Memorial Community Furneux Pelham UK Europe The World Space Earth Far Near Over Under Through Beside Above Below</p>	<p>Touch – Hands/Skin Smell - Nose Plant Flower Stem Leaves Roots Grow Die Decay</p>
<p><b>Communication &amp; Language</b> • Listening, Attention and Understanding • Speaking</p>	<p>Listens carefully and understands why listening is important.</p> <p>Learns new vocabulary.</p> <p>Pays attention to stories, rhymes and songs and how they sound.</p> <p>Expresses a point of view to debates when they disagree using words as well as actions.</p>	<p>Retells a story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Makes comments about what they have heard and ask questions to clarify their understanding.</p> <p>Connects one idea or action to another using a</p>	<p>Questions why things happen and gives explanations.</p> <p>Uses a range of tenses correctly.</p> <p>Listens attentively in a larger group, such as assembly.</p> <p>Listens attentively in a range of situations and express themselves effectively, showing awareness of listeners' needs.</p>	<p>Shows awareness of listeners needs and makes changes to the language and non-verbal features.</p> <p>Recounts and imagines possibilities, connecting their own experiences and ideas.</p> <p>Expresses views about events or characters of a story.</p>	<p>Listens attentively to follow a story without pictures or prompts.</p> <p>Uses past present and future forms accurately when talking about different events.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Gives their attention to what others say and</p>	<p>Expresses views about events or characters within a story.</p> <p>Follows stories without pictures or prompts.</p> <p>Uses a range of vocabulary in imaginative ways.</p> <p>Explains and justifies actions or events.</p> <p>Talks about and imagines possibilities.</p>

	Understands 'why' questions and replies with an appropriate answer	range of connectives.  Describes events in detail.	Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	Answers questions about why things have happened.  Listens and participates in larger groups, such as assemblies.	respond appropriately, whilst engaged in another activity.  Follows instructions involving several ideas or actions.	
<b>Physical Development</b> <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>	<p>PE Planning.co.uk – Whole school scheme following a spiral curriculum</p> <p>Uses a dominant hand to form letters in their name.  Comfortably uses one handed tools effectively.  Uses a knife and fork to eat independently.  Dresses and undresses independently.  Develops their small motor skills so they can use a range of tools competently, safely and confidently  Develops overall body strength, balance, co-ordination and agility.  Collaborates with other to manage large items.  Continues to develop the foundations of a handwriting style. Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Revises and refines the fundamental movement skills they have already acquired.  Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks without direct supervision.  Moves confidently in a range of ways, safely negotiating space.  Shows understanding that exercise can contribute to good health.  Talks about ways to keep healthy and safe.  Practices some appropriate safety measures without direct supervision.  Talks about ways to keep healthy.  Independently manages buttons when changing.  Uses correct pencil grip and holds paper in position when writing.  Hops and skips in time to music.  Shows increasingly good control and coordination over large and small movements.  Jumps and lands appropriately.  Uses tools and objects to change the effect of materials.</p>					

	<p>Begins to control letter size and holds paper in position when writing.          Uses correct pencil grip when writing.          Writes letters on the line and controls letter size.          Moves confidently in a range of ways.          Safely negotiates spaces.          Hops confidently.</p>					
<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Self – Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>	<p>Settling Period and making new friends</p> <p>Serve &amp; Return Conversations.</p> <p>Name 3 things I like about myself and 3 things I like about someone else.</p> <p>Using and tidying resources – behavioural expectations in Woodpecker class.</p>	<p>Anti-bullying week (children writing words of kindness)</p> <p>Firework safety</p> <p>Helping others – Children in Need</p> <p>Listening to grown-ups, listening to each other (Show &amp; Tell – confidence to speak and ability to listen)</p>	<p>Healthy Living - Healthy Meal Plates, Keeping bodies healthy (exercise, food, sleep, teeth)</p> <p>Valentine’s Day - Why we love ourselves/ our families</p> <p>PANTS - story and videos along with class discussions</p>	<p>The Easter Story – Key parts of the story. Names of key characters.</p> <p>Mother’s Day – Gratitude for Mummy and feeling safe</p>	<p>Visiting 3 local places (e.g. burrow, church, stables?) – how far away from our classroom are they? What do we pass on the way?</p> <p>Mapping skills</p> <p>Directional language</p> <p>How houses are similar, how they are different?          CBeebies – where in the world?</p>	<p>Father’s Day- How we show our thanks</p> <p>Sports day - how to be a good sportsperson.</p> <p>Celebrate everyone’s achievements. Look at some famous athletes.</p> <p>Transition to Year 1 - Meet new teachers Setting goals for year one, what do you want to achieve?</p> <p>What are you proud of that you have achieved this year?</p>
<p><b>PSHE scarf</b></p>	<p>Coram SCARF – Whole school scheme following spiral curriculum</p>					

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul>	<p>Writes own name – forming letters correctly.  Gives meanings to the marks they make.  Starts writing at the top of their page when participating in their early writing.  Listens to and sequences stories.  Engages in extended conversations about stories using new vocabulary.  Looks at books independently.</p> <p>Books:  Guess How Much I Love You by Sam McBratney  The Colour Monster by Anna Llenas  Owl Babies by Martin Waddell</p>	<p>Reads letters by saying the sounds for them.  Blends sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>Reads a few phases 2 common exception words.</p> <p>Spells words by hearing the beginning, middle and end sound  Writes phase 2 letters accurately</p> <p>Books:  You Choose by Nick Sharrat  Emergency by Margaret Mayo  Dear Santa by Rod Campbell  Sparks in the sky</p>	<p>Suggests how a story might end  Knows that information can be retrieved from books and computers.</p> <p>Reads sentences independently and demonstrates an understanding of what they have read.</p> <p>Writes sentences in meaningful contexts and re-reads it accurately and confidently.</p> <p>Reads and writes some phase 3 sounds and tricky words independently</p> <p>Books:  The Rainbow Fish by Marcus Pfister  The owl who was afraid of the dark by Jill Tomlinson</p>	<p>Follows a story without pictures or prompts. Continues a rhyming string.</p> <p>Suggests how the story might end.</p> <p>Writes sentences which can be read by themselves and others.</p> <p>Acts out and recalls a story using props.</p> <p>Uses different narratives within their writing.</p> <p>Books:  Elmer by David McKee  All Kinds of People by Emma Damon  The Swirling Hijaab by Na'ima bint Robert</p>	<p>Understands and uses different forms of writing, e.g. lists, stories, letters.</p> <p>Independently segments and blends words and write sentences using phonetically plausible words which they can re-read confidently.</p> <p>Uses finger spaces when writing sentences.</p> <p>Reads and understands simple sentences and can talk about what they have read.</p> <p>Reads and writes some tricky words independently.</p> <p>Books:  Rosie's Walk</p>	<p>Successfully uses a range of strategies to read unfamiliar vocabulary.</p> <p>Reads and understands many irregular words.</p> <p>Describes the main events.</p> <p>Uses key features of narrative when writing.</p> <p>Understands and focuses on using the correct spelling.</p> <p>Books:  Oliver's Vegetables by Vivien French  Oliver's Fresh Fruit Salad  The Very Hungry Caterpillar by Eric Carle  Sharing a shell by Julia Donaldson</p>
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			The Gruffalo by Julia Donaldson		What the ladybird heard by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen Whatever Next! By Gill Murphy	
Phonics	Little Wandles – Daily phonic scheme.					
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>	White Rose maths planning					
<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> <li>• The Natural World</li> </ul>	My family and other families  Autumn – what is changing?  Where do I live – locational knowledge	Winter – What is changing? Christian religion - Christmas Special  Events: How do we celebrate Firework/Bonfire Night Remembrance Day... and why?  Jewish religion – What is Hanukkah? Jobs & vocations People who help us – who help	Internet Safety Day – Who keeps me safe on my screen?  Chinese New Year  What is Valentine’s Day? Who do we love?  Changing states – ice, water, steam	Spring – What is changing?  Christianity – What is Easter/Shrove Tuesday? Why and how do Christians celebrate it?  Islam - Why and how do Muslims celebrate it? Ramadan – Eid  Spring - Change of seasons	Summer – What is changing?  St Georges Day – What is it? Who celebrates?  Change of seasons – summer – what has changed?	Life Cycles – name stages of a chosen life cycle  Growing plants Sorting animals and learning about their young (names and key features)  Differentiating plants and animals linked to key features

		Winter- Changes of season				
<b>Expressive Arts &amp; Design</b> <ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>	<p>Line</p> <p>Drawing and Paintings of ourselves</p> <p>Primary colours and mixing colours to achieve a particular colour</p>	<p>Shape</p> <p>Christmas Performance</p> <p>Enhanced opportunities/ Provocations: Salt Dough decorations Christmas Crafts and cards</p> <p>Sewing a stocking</p> <p>Christmas/ Hanukah cards</p>	<p>Texture</p> <p>Using different resources such as cocoa powder, soil, glitter, flour, sand, porridge oats, instant coffee, salt to make pictures. Winter pictures</p>	<p>Form</p> <p>Spring - Daffodil paintings – water colour, powder paint and mixing colours</p> <p>Enhanced opportunities/ Provocations: Mother's Day Cards Easter Cards Eid Cards</p>	<p>Shape</p> <p>Applying joining and building skills to create map and plan representations in a range of media &amp; resources.</p> <p>Baking bread – changing states, measuring, and combining ingredients</p> <p>Large scale art extending loose parts play into transient art in playground</p>	<p>Colour</p> <p>Performance opportunities – building on oracy learnt during show &amp; tell + previous performances.</p> <p>Enhanced opportunities/ Provocations: Father's Day Cards</p>
<b>RE</b>	<p>Ceremonies of welcoming and belonging to a Christian family: welcoming a new baby – Opening Up Belonging. A church visit</p>	<p>Why do Christians perform Nativity plays at Christmas?</p> <p>Know Christian Religion fact Followers = Christians Special Place = Church Holy</p>	<p>Why is it good to say thank you? With a focus upon thank you prayers in Christianity and Judaism</p> <p>Explore similarities and differences</p>	<p>Easter - symbolism - Why do Christians put a cross in an Easter Garden?</p> <p>Know Christian Religion Fact Followers = Christians Special</p>	<p>Special places – What places are special and why? What is a sacred place?</p> <p>Know about the cross and what it might, and does,</p>	<p>The Synagogue</p> <p>Ask and answer how and why questions.</p>



	<p>Opening Judaism.</p> <p>Welcoming a Baby. How do non-religious people welcome a baby?</p> <p>Understand why we have behavioural expectations and why they are important to us.</p>	<p>Text = Bible Key Festivals = Christmas Know Jewish Religion fact Synagogue Holy Text = Torah Key Festivals = Hanukah</p>	<p>between themselves and others in the school and in Modern Britain.</p>	<p>Place = Church Holy Text = Bible Key Festivals = Easter Know Islam Religion fact Followers = Muslims Special Place = Mosque Holy Text = Quran Key Festivals = Eid (Ramadan)</p>	<p>mean to Christians. Visit the local church and explore, observe and find out about places and objects that matter to the worshippers within it.</p>	
<b>Music</b>	Charanga – Whole school scheme following spiral curriculum					