

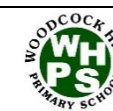


Early Years Foundation Stage Curriculum Policies

Motivate • Educate • Achieve

Our School Values: *We are respectful, ambitious, creative, inclusive, independent and we persevere.*

Topics		Woodcock Hill Primary School- Curriculum Area Map				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Autumn Autumn A topic where we learn about the changes that occur in the natural world during Autumn. We also learn about our school community.	Celebration In this topic, we find out about some of the festivals that different communities celebrate, for example, Diwali, Bonfire Night and Christmas.	Animals A topic where we find out about animals and where they live. We learn about pets and we look at the differences between animals and their young.	Once Upon a Time We read traditional tales and learn about the characters and events that happen in the stories.	Growing In this topic, we explore the natural world around us. We find out how a plant grows and we look at the life cycle of a butterfly. We talk about gardens and about food that we grow.	Summer A topic that explores activities that take place during the Summer season. We talk about holidays and the seaside and we plan and make a healthy picnic.



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Intent: Our intent is to provide a high-quality, language-rich literacy curriculum that fosters a love of reading and writing while equipping children with the essential skills needed for future learning. We aim to ensure that all children develop secure foundations in word reading, comprehension and early writing through a systematic and well-structured approach. Through high-quality texts, storytelling and meaningful mark-making opportunities, children are encouraged to develop their imagination, vocabulary and understanding of language. Practitioners model and extend children's communication, supporting them to apply their phonic knowledge, segment and blend sounds, and write for a range of purposes. Our curriculum is carefully sequenced to build on prior knowledge, ensuring progression and challenge for all children, including those who may be disadvantaged or at risk of falling behind. We place a strong emphasis on early identification and targeted support to enable every child to succeed. By fostering a positive attitude towards reading and writing, we prepare children to become confident, fluent readers and writers who are ready to access the wider curriculum and the next stage of their education.

EYFS Curriculum Area Map

Term	Autumn	Spring	Summer
Comprehension	- Listen to stories and join in with repeated phrases - Talk about characters or events in simple terms - Begin to answer simple questions about stories	- Retell familiar stories in simple sequence - Answer questions about what has been read - Make simple predictions about what might happen next	- Retell stories with beginning, middle, and end - Answer questions about stories, including "why" and "how" - Show understanding of what has been read
Word Reading	- Show awareness of environmental print (labels, signs) - Begin to recognise some phonemes (Set 1) - Start blending simple sounds orally (Set 1) - Recognise their own name	- Recognise and say Set 1 phonics sounds - Blend sounds to read simple words - Read simple captions or short sentences - Recognise some common exception words	- Read simple sentences using phonics (Set 1 and 2) - Recognise a wider range of common exception words - Read with increasing fluency and confidence - Re-read books to build confidence and understanding
Writing	- Engage in mark-making with meaning - Begin to form some letters (often from their name) - Use drawings to represent ideas and give meaning - Attempt to write their name	- Write simple words using phonics knowledge - Begin to write short captions or phrases - Use finger spaces between words (emerging) - Spell simple words using known sounds	- Write simple sentences that can be read by others - Use capital letters and full stops (emerging) - Spell words using phonics knowledge - Begin to write for different purposes (stories, lists, messages)

Intent: Our intent is to provide a high-quality mathematics curriculum that develops children's confidence and competence in early mathematical concepts as a foundation for future learning. We aim to ensure that all children develop a secure understanding of number, including counting, subitising, and number relationships, alongside an awareness of shape, space and measure. Through carefully planned, practical experiences and purposeful play, children are supported to explore, investigate and apply mathematical ideas in meaningful contexts. Practitioners use high-quality interactions to model mathematical language, deepen understanding and address misconceptions, enabling children to reason, explain and solve problems. Our curriculum is coherently sequenced to build on children's prior knowledge, ensuring progression and challenge for all learners, including those who may be disadvantaged. By fostering curiosity, resilience and a positive attitude towards mathematics, we equip children with the essential knowledge, skills and vocabulary needed to access the wider curriculum and be fully prepared for the next stage of their education.

EYFS Curriculum Area Map

Term	Autumn		Spring		Summer	
Number	- Join in with counting rhymes and songs - Count objects reliably up to 5 (then 10) - Recognise numerals to 5 (then 10) - Begin to match numbers to quantities - Understand "how many" in small groups		- Count reliably to 10 and beyond (up to 20) - Understand number composition (e.g., $5 = 3 + 2$) - Begin simple addition and subtraction using objects or fingers - Recall some number facts to 5 - Recognise numerals to 10 (and beyond)		- Count reliably to 20 and beyond - Understand number bonds to 10 - Solve simple addition and subtraction problems - Automatically recall some number facts - Subitise (recognise small quantities without counting)	
Numerical Patters	- Begin to compare quantities (more/less) - Recognise simple patterns (e.g., AB patterns with colours/objects) - Begin to sort objects by size, colour, or shape - Explore basic measures (big/small, heavy/light)		- Compare numbers and quantities (greater than, less than, equal) - Explore and continue repeating patterns (AB, AAB, ABB) - Begin to understand sequencing (what comes next?) - Use everyday language related to time (before, after, next)		- Explore odd and even patterns - Double numbers (e.g., double 2 = 4) - Share and group quantities equally - Describe and create more complex patterns - Order numbers and understand number sequences confidently	
White Rose Topics	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 and 10 Explore 3-D shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping, Visualise, Build and Map Make Connections

Communication and Language

Intent: Our intent is to provide a language-rich environment that prioritises the development of children’s communication and language skills as a key foundation for all learning. We aim to ensure that all children develop strong listening and attention skills, a broad and ambitious vocabulary, and the confidence to express themselves clearly. Through high-quality interactions, sustained shared thinking and purposeful play, practitioners model and extend children’s language, supporting them to become effective communicators. We place a strong emphasis on early identification and support for children who may be at risk of language delay, ensuring that all children, including those who are disadvantaged, have equitable opportunities to succeed. Our curriculum is carefully sequenced to build on children’s existing knowledge and experiences, enabling them to understand, process and use language in a range of contexts. By fostering a love of talk, storytelling and conversation, we ensure children are well prepared for the next stage of their education and able to access the wider curriculum with confidence.

EYFS Curriculum Area Map

Term	Autumn	Spring	Summer
Listening, Attention and Understanding	• Listen for short periods during carpet time • Respond to their name and simple instructions • Follow one-step instructions (e.g., “sit down”, “come here”) • Begin to understand basic classroom language	• Maintain attention for longer periods • Follow two-step instructions (e.g., “get your coat and line up”) • Answer simple questions about stories or events • Begin to understand why/how questions	• Listen attentively in a range of situations • Follow instructions with multiple steps • Respond appropriately to questions and discussions • Show understanding of stories by recalling key events
Speaking	• Use simple sentences (3–5 words) • Begin to talk about their needs and wants • Join in with familiar rhymes and repeated phrases • Start conversations with adults • Name familiar people, objects, and experiences	• Speak in longer sentences with more detail • Begin to use past and present tense • Retell simple events or parts of a story • Ask questions to find out more • Use new vocabulary from topics and stories	• Speak clearly in full sentences • Hold conversations with adults and peers • Retell stories in sequence (beginning, middle, end) • Explain ideas and experiences • Use a wide range of vocabulary confidently

Personal, Social and Emotional Development

Intent: We aim to create a safe, secure and nurturing environment in which all children feel valued and develop a strong sense of belonging. Through carefully planned experiences, consistent routines and high-quality adult interactions, children are supported to develop their confidence, independence and resilience. We place a strong emphasis on helping children to understand and regulate their emotions, build positive relationships and show respect and empathy towards others. Practitioners model positive behaviours and provide opportunities for children to collaborate, negotiate and manage conflict effectively. Our curriculum is designed to ensure that all children, including those who may be disadvantaged, develop the essential social and emotional skills needed to engage in learning, form secure relationships and be ready for the next stage of their education.

EYFS Curriculum Area Map

Term	Autumn	Spring	Summer
Self-Regulation	• Begin to identify and talk about simple emotions (happy, sad, angry) • Start to wait for a short turn during play • Follow simple classroom routines with support • Begin to listen during group time	• Talk about feelings and begin to explain why they feel that way • Follow instructions involving two steps • Begin to manage emotions with support • Show persistence when activities are challenging	• Manage emotions appropriately in most situations • Focus attention during whole-class activities • Follow instructions with several steps • Show resilience and keep trying when something is difficult
Managing Self	• Attempt to dress and undress with some help • Wash hands and manage toileting with reminders • Begin to understand simple rules in the classroom • Try new activities with encouragement	• Dress and undress mostly independently • Follow classroom rules more consistently • Understand the importance of hygiene and healthy habits • Show increasing independence in choosing activities	• Manage personal hygiene and dressing independently • Understand and follow classroom expectations • Demonstrate awareness of safety and healthy choices
Building Relationships	• Play alongside or with other children • Begin to share toys with adult support • Form positive relationships with adults • Begin to use words to solve simple conflicts	• Play cooperatively with others • Take turns with less adult support • Show kindness and consideration to peers • Work together in small groups	• Form positive friendships • Resolve minor conflicts through discussion • Work collaboratively with others • Show empathy and understanding of others' feelings

Intent: Our intent is to provide a rich and engaging curriculum that enables children to develop a deep understanding of the world around them. We aim to nurture curiosity, exploration, and a sense of awe and wonder through first-hand experiences, observation, and meaningful interactions. Children are supported to learn about people, communities, cultures, and the natural environment, developing respect, empathy, and an appreciation of diversity. Through carefully planned opportunities, they are encouraged to ask questions, investigate, and make connections between their experiences and new knowledge. Our curriculum ensures that all children, including those who may face barriers to learning, develop the knowledge, skills, and vocabulary necessary to explore, understand, and interpret their world confidently. By fostering critical thinking, problem-solving, and an awareness of change and technology, we prepare children to engage fully in their learning and be ready for the next stage of their education.

EYFS Curriculum Area Map

Term	Autumn	Spring	Summer
People and Communities	• Talk about their family and key people in their lives • Begin to recognize similarities and differences between themselves and others • Start to explore classroom and school routines	• Talk about past and present events in their own lives (birthdays, holidays) • Recognise different roles in the community (doctor, teacher, firefighter) • Compare similarities and differences between people, communities, and cultures	• Compare their own life with others (homes, schools, celebrations) • Show understanding of different traditions and cultures • Begin to explain similarities and differences between communities
The World	• Observe and describe features of the natural world around them (trees, weather, animals) • Begin to notice seasonal changes (autumn leaves, colder weather) • Explore and investigate materials (sand, water, soil)	• Observe changes in plants, animals, and the environment • Explore natural materials and make simple predictions • Begin to identify and describe simple properties of materials (hard, soft, wet, dry)	• Make observations of plants, animals, and seasonal changes and describe them • Ask questions about why things happen in the natural world • Carry out simple investigations and experiments (floating/sinking, melting/freezing)
Technology	• Explore simple classroom technology (interactive boards, toys with buttons) • Begin to understand that technology can be used to do things	• Use computers, tablets, and cameras to explore and record observations • Begin to understand basic cause-and-effect when using technology (press button → action occurs)	• Use technology purposefully to research, create, or record (photos, drawings, simple programs) • Demonstrate understanding that technology helps solve problems and share information

Intent: We provide a carefully planned and stimulating environment that supports children to develop their physical skills, health, and wellbeing as a foundation for lifelong learning. We aim to ensure that all children develop strong gross and fine motor skills, spatial awareness, coordination, and control, enabling them to move confidently and safely in a range of contexts. Through high-quality adult interactions, purposeful play, and access to a variety of indoor and outdoor resources, children are encouraged to explore, take risks safely, and challenge their physical abilities. We place a strong emphasis on promoting healthy lifestyles, including understanding the importance of exercise, nutrition, and personal hygiene. Our curriculum is designed to support all children, including those who may have additional needs or delays, to make progress in physical development, build confidence in their abilities, and develop the resilience and perseverance required to engage fully in learning and daily life.

EYFS Curriculum Area Map

Term	Autumn	Spring	Summer
Gross Motor	• Run, jump, and climb with increasing confidence • Start to negotiate space with peers safely • Begin to balance on one foot or a low beam • Kick, throw, and catch large balls with some control	• Run, jump, and climb with more control and coordination • Balance on one foot or low apparatus for several seconds • Throw and catch balls with increasing accuracy • Begin to move confidently to music or follow simple sequences	• Negotiate space and obstacles safely during games or activities • Run, jump, climb, hop, and skip with coordination and confidence • Catch, throw, and kick with accuracy and timing • Perform sequences of movements (e.g., gym, dance, PE routines)
Fine Motor	• Hold a pencil, crayon, or paintbrush using a basic tripod grip • Use scissors to cut along straight or simple curved lines • Begin to manipulate small objects like buttons or building bricks • Start mark-making to represent ideas or shapes	• Draw recognisable shapes, lines, and letters • Use scissors with more accuracy • Start to write their name or simple words • Thread beads or manipulate small objects with control	• Form letters correctly and begin consistent handwriting • Use scissors, pencils, brushes, and tools with precision • Complete puzzles, construction, or intricate tasks independently • Manipulate fasteners (buttons, zips, buckles) confidently
Self-Care/ Independence	• Wash and dry hands independently • Attempt to dress/undress with some help (coat, shoes, zips) • Begin to manage toileting with support	• Dress and undress with minimal help • Manage personal hygiene (washing hands, toileting) independently • Use cutlery correctly at lunch	• Independently manage dressing and personal hygiene • Understand and apply basic safety rules during play and PE • Participate confidently in practical daily routines

Expressive Arts and Design

Intent: We strive to provide a rich and stimulating environment that nurtures children's creativity, imagination and self-expression. We aim to ensure that all children have opportunities to explore and engage with a wide range of media, materials, and artistic experiences, enabling them to develop their confidence in expressing ideas, thoughts and feelings. Through carefully planned provision and high-quality adult interactions, children are supported to experiment, create and refine their own ideas, as well as share their responses to what they see, hear and experience. We place a strong emphasis on developing children's cultural capital by exposing them to a broad range of music, art, stories and role play opportunities. Our curriculum is designed to encourage curiosity, originality and individuality, ensuring that all children, including those who may be disadvantaged, can access and enjoy creative experiences. By fostering imagination, collaboration and expressive communication, we prepare children to become confident learners who are able to think creatively and engage fully in the wider curriculum and the next stage of their education.

EYFS Curriculum Area Map

Term	Autumn	Spring	Summer
Creating with Materials	• Explore a range of materials (paint, crayons, collage, natural objects) • Begin to make marks and simple representations • Experiment with colour, texture, and shape • Use tools (brushes, glue sticks) with some control	• Use a variety of materials to create recognisable representations • Combine materials (e.g. junk modelling, collage) • Begin to explain what they have made • Choose colours and tools for a purpose	• Plan and create their own models, pictures or designs • Use tools and materials safely and with control • Add detail and adapt their work • Talk about their creations and the process
Being Imaginative and Expressive	• Join in with familiar songs and rhymes • Engage in simple role play (e.g. home corner, small world) • Begin to act out experiences from their own life • Use props and costumes in play	• Sing a range of songs from memory • Develop storylines in role play • Use small world or puppets to retell stories • Begin to perform in front of others (small groups)	• Invent, adapt and recount narratives and stories • Perform songs, rhymes, dances and simple performances • Use props, costumes and materials creatively in role play • Express ideas, feelings and experiences through play and art