



**Intent**

Our curriculum intent in the EYFS stage

At the heart of our curriculum is our core purpose - *the profound personal development of our children, which is about enabling our children to discover not just who they are, but what they can become and what is possible.*

- Take care
- Be challenged
- Be engaged
- Work together
- Integrity



At Kirkby Woodhouse School MAT we follow the EYFS curriculum (seven Areas of Learning) this is delivered in a practical and engaging way, through small groups, whole class and cohort teaching. The children have the opportunity to develop their knowledge and skills through targeted follow up work and continuous provision which allows them to become independent learners and encourages child-initiated learning. This together with the 'Characteristics of Learning' at the centre recognises the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences that the children have allow them to utilise and develop these skills.

We aim to recognise the prior learning of the children through high quality transition with parents and previous settings and develop this through personalising the curriculum where appropriate. We aim to give children experiences that enhance their learning which build on their prior knowledge.

We strive to create learning environments, both inside and outside to be both stimulating and inviting, they reflect the Areas of Learning, supporting children in their independence and celebrate their outcomes and achievements.

We offer our children a wealth of experiences to enhance their education. Some of these things include, walks in the community, theatre group visits, Forest Fridays, open days for parents and grandparents, visitors from the community, reception trips to offer different experiences and hands on practical visits from outside providers.

AREAS OF LEARNING	AUTUMN 1 6 WEEKS 3 DAYS	AUTUMN 2 7 WEEKS	SPRING 1 5 WEEKS 4 DAYS	SPRING 2 6 WEEKS	SUMMER 1 5 WEEKS 3 DAYS	SUMMER 2 7 WEEKS 4 DAYS
	ALL ABOUT ME!  AUTUMN	CELEBRATIONS!	THE WORLD AROUND US... WINTER	DOWN ON THE FARM  SPRING	INTO THE WOODS	LIFE IN THE PAST  SUMMER
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING &amp; BEHAVIOUR FOR LEARNING</i>	Rhyme time – during settling in period... My body and senses, teeth Where I live Houses and homes People who help me Harvest MFL - France	New Birth Birthday Remembrance Bonfire night Diwali 4/11 Christmas	Comparing countries with ours Africa  Chinese New Year  Winter animals Changing states	Pancake Day 1/3 Easter Growing food Animals Lifecycles	1 week bible story EID El Fitr 2/5 Stories set in the wood	Comparing toys, holidays, transport Wedding
HOME LEARNING	Name Writing (continue until confident)	Regular reading Keyword book	Regular reading Keyword book	Regular reading Keyword and Spelling books	Regular reading Keyword and Spelling books	Regular reading Keyword and Spelling books

	Recognition of numbers to 10  Autumn family walk and collage	Writing numbers to 10	Recognition of numbers to 20	Writing numbers to 20  Growing a bean and keeping a photo record on Tapestry  Easter Bonnet	Knowing doubles 1,2,3,4,5	Recalling number facts, what makes 10?  Box model car
CULTURAL CAPITAL / ENRICHMENT EXPERIENCES	Big talking day with parents in sharing our family culture Emergency services Postal worker Local shop keeper	Church visit – Christingle  Zoom – Bedtime story	Drumming - Jude from Beat feet  Playhouse – visit  Visit to Sowter farm to see calves and lambs  Zoom bedtime story	Farm visit into school Eggs to hatch	Story Cafe	Sherwood Pines Trip  Senior friends visit  Wedding at the church
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PSED – SELF-REGULATION -----*----- MANAGING SELF -----*-----	Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and					

<p>BUILDING RELATIONSHIPS</p> <p>ONE DECISION</p>	<p>resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life.</b></p>					
	<p>Starting school/my name is.. I am special because.. Understanding my feelings Following rules Making Friends Being fair/sharing and turn taking</p>	<p>People who help us Who can help me? Healthy teeth (PD) Going to the dentist (PD) Being Responsible Being Honest Good and bad choices</p>	<p>We are all different Don't call me special What do I look like? Families from around the world Every kind of family Weddings from different cultures</p>	<p>Growing up Growing up week 2 Healthy eating and living Where does food come from? Germs Personal hygiene</p>	<p>Woodland animal habitats Woodland habitat labelling activity Don't hog the hedge/what am I? Keeping safe around strangers/dilemma drops How to keep safe Road Safety/one decision</p>	<p>Medicine safety/being safe with medicines Dangers in the home What is safe/unsafe? Water safety Changes and new beginnings The Cautious Caterpillar Spread your wings and fly/ transaction Exploring seaside holidays past &amp; present/sun safety</p>
<p>AREAS OF LEARNING</p>	<p>AUTUMN 1 6 WEEKS 3 DAYS</p>	<p>AUTUMN 2 7 WEEKS</p>	<p>SPRING 1 5 WEEKS 4 DAYS</p>	<p>SPRING 2 6 WEEKS</p>	<p>SUMMER 1 5 WEEKS 3 DAYS</p>	<p>SUMMER 2 7 WEEKS 4 DAYS</p>
<p>CL</p> <p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories,</p>	<p>ALL ABOUT ME! <b>AUTUMN</b></p>	<p>CELEBRATIONS!</p>	<p>THE WORLD AROUND US... <b>WINTER</b></p>	<p>DOWN ON THE FARM <b>SPRING</b></p>	<p>INTO THE WOODS</p>	<p>LIFE IN THE PAST <b>SUMMER</b></p>
	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures.</b></p>					









<p>singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p>	<p>Big Talking Day Daily Story Time Rhyme and singing Talk Boost - Whole class session Listening Group – intervention Floor Books Daily morning session – weather, date, check in. Role-play Small world opportunities Harvest Performance</p>	<p>Big Talking Day Daily Story Time Rhyme and singing Talk Boost -Whole class session Listening Group – intervention Floor Books Daily morning session – weather, date, check in. Role-play Small world opportunities Christmas Performance</p>	<p>Big Talking Day Daily Story Time Rhyme and singing Talk Boost -Whole class session Listening Group – intervention Floor Books Daily morning session – weather, date, check in. Role-play Small world opportunities  NELI - Intervention</p>	<p>Big Talking Day Daily Story Time Rhyme and singing Talk Boost -Whole class session Listening Group – intervention Floor Books Daily morning session – weather, date, check in. Role-play Small world opportunities  NELI - Intervention</p>	<p>Big Talking Day Daily Story Time Rhyme and singing Talk Boost -Whole class session Listening Group – intervention Floor Books Daily morning session – weather, date, check in. Role-play Small world opportunities  NELI - Intervention</p>	<p>Big Talking Day Daily Story Time Rhyme and singing Talk Boost -Whole class session Listening Group – intervention Floor Books Daily morning session – weather, date, check in. Role-play Small world opportunities Graduation performance  NELI - Intervention</p>
<p>BOOKS TO SUPPORT LEARNING  LOVE OF READING</p>	<p>Colour Monster Going to school Super Duper you! Three little pigs Dave and the Tooth Fairy Jolly postman  Little Red Hen The naughty bus</p>	<p>Rama and Sita Christmas story Mog and the baby Once there were giants in our house Kipper’s birthday The scarecrows wedding</p>	<p>Handa’s surprise All aboard for the BoBo road Penguin small Frozen theme Lost and found The last polar bears</p>	<p>Jasper’s beanstalk Oliver’s fruit salad Farmer Duck Dora’s Eggs Dave the Donkey Bee story</p>	<p>Goldilocks and the three bears Owl babies Stickman We are going on a bear hunt Red Riding Hood Tyrannosaurus Drip Parable of the sower</p>	<p>Peepo Lucy and Tom go to the Beach Lighthouse keeper’s lunch Flotsam Mr Gumpy’s outing The Train Ride I am Amelia Earhart  Teddy stories</p>

	The Queen's knickers					
LITERACY WORD READING AND COMPREHENSION -----*----- WRITING	Rhyme and alliteration Oral blending and segmenting Oral re-telling of stories Recognising rhyme Mark making pictures Reading and writing CVC words Reading and writing sounds	Rhyme and alliteration Oral blending and segmenting Oral re-telling of stories Recognising rhyme Mark making pictures Reading and writing CVC words Reading and writing sounds	Rhyme and alliteration Oral blending and segmenting Oral re-telling of stories Recognising rhyme Mark making pictures Reading and writing CVC words Reading and writing sounds Form letters correctly Read and write tricky words	Rhyme and alliteration Oral blending and segmenting Read and write captions Form letters correctly Read and write tricky words	Write and read a caption / sentence Apply sound knowledge to writing accurately Re-tell a story	Write and read a caption / sentence Apply sound knowledge to writing accurately Re-tell a story
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PD	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
	PE- STICKY KIDS Bend and stretch – developing motor skills	PE – SAQ Ladders, jumps, Hurdles, cones. Skills – balance, coordination and agility Making bug house	PE – GYMNASTIC floor and large Combine different movements with ease and fluency.	PE – DANCE – EAD link Combine different movements with ease and fluency. Pancake day using a knife and fork, setting the table	PE – BALL SKILLS – Rolling, aiming, target practice small team games	PE – SUMMER SPORTS Running, throwing, catching, racing  Box modelling - transport

	<p>FINE MOTOR</p> <p>Early morning skills</p> <p>Dough table</p> <p>Box modelling area</p> <p>Painting Easel</p> <p>Weekly cutting activity</p> <p>Coat fastening award</p> <p>PE Changing</p>	<p>FINE MOTOR</p> <p>Early Morning skills</p> <p>Dough table</p> <p>Painting Easel</p> <p>Box modelling area</p> <p>Weekly cutting activity</p> <p>Coat fastening award</p>	<p>FINE MOTOR</p> <p>Dough table</p> <p>Painting Easel</p> <p>Box modelling area</p> <p>Weekly cutting activity</p> <p>Coat fastening award</p> <p>Handwriting</p>	<p>FINE MOTOR</p> <p>Dough table</p> <p>Painting Easel</p> <p>Box modelling area</p> <p>Weekly cutting activity</p> <p>Coat fastening award</p> <p>Handwriting</p>	<p>FINE MOTOR</p> <p>Dough table</p> <p>Painting Easel</p> <p>Box modelling area</p> <p>Weekly cutting activity</p> <p>Coat fastening award</p> <p>Handwriting</p>	<p>FINE MOTOR</p> <p>Dough table</p> <p>Painting Easel</p> <p>Box modelling area</p> <p>Weekly cutting activity</p> <p>Coat fastening award</p> <p>Handwriting</p>
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MATHS	<p><b>Count objects, actions, and sounds.</b></p> <p><b>Subitise</b></p> <p>Matching.</p> <p>Sorting &amp; Comparing</p> <p>Comparing amounts</p> <p>Comparing size, mass &amp; capacity</p> <p>Exploring pattern - making simple</p>	<p><b>Explore the composition of numbers to 10</b></p> <p><b>Subitise</b></p> <p><b>Automatic recall number bonds 0-5</b></p> <p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Formation of 1,2,3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Representing 4,5</p> <p>Comparing 4,5</p> <p>Composition of 4,5</p> <p>Formation of 4,5</p>	<p><b>Explore the composition of numbers to 10</b></p> <p><b>Subitise</b></p> <p><b>Automatic recall number bonds 0-10</b></p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 5</p> <p>Comparing Mass</p> <p>Comparing Capacity</p> <p>Number 6, 7, 8</p> <p>Making pairs, pairs wise, Doubles</p> <p>Combining 2 groups</p>	<p><b>Explore the composition of numbers to 10</b></p> <p><b>Subitise</b></p> <p><b>Automatic recall number bonds 0-10</b></p> <p>Numbers 7, 8, 9</p> <p>Making pairs.</p> <p>Combining groups</p> <p>Number bonds</p> <p>3D shapes</p> <p>Pattern.</p>	<p><b>Explore the composition of numbers beyond 10.</b></p> <p><b>Subitise</b></p> <p><b>Automatic recall number bonds 0-10</b></p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering</p> <p>Composition of numbers to 10 and beyond</p> <p>Counting patterns to 10 and beyond</p>	<p><b>Explore the composition of numbers beyond 10.</b></p> <p><b>Subitise</b></p> <p><b>Automatic recall number bonds 0-10</b></p> <p>Adding more</p> <p>Taking away</p> <p>Number bonds</p> <p>Shape – spatial reasoning</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p>

		One more and less  Shapes with 4 sides. Time- night and day	Length, height. Time		Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA	Patterns and relationships
<p><b>Link the number symbol with its cardinal number value.</b>  <b>Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.</b>  <b>Count beyond ten.</b>  <b>Compare numbers</b>  <b>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</b>  <b>Understand the ‘one more/one less than’ relationship between consecutive numbers.</b>  <b>Continue, copy, and create repeating patterns.</b>  <b>Compare length, weight, and capacity.</b></p>						
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	ALL ABOUT ME!  AUTUMN	CELEBRATIONS!  WINTER	THE WORLD AROUND US... WINTER	DOWN ON THE FARM  SPRING	INTO THE WOODS	LIFE IN THE PAST  SUMMER
KW	Autumn - What is happening in our gardens - what is happening to the trees - draw what they can see.  Harvest - Christian festival - how do we celebrate this as a community.	Talk about life in India and how they celebrate Divali - Watch Let's Celebrate BBC How do we celebrate birthdays/weddings - look at Miss Martins' wedding photos - look at weddings from the past and recent weddings. Look at a Greek wedding?	Chinese New Year / similarities and differences to our New Year. Let's Celebrate. Look at Chinese customs - how do they differ to ours?  Winter - Look at how the trees have changed -	Spring - what is happening to the trees? Draw the trees.  Compare to drawings of trees in previous seasons.  Celebrating Easter - new beginnings, new life, life cycles	Parable of the sower - Look at the best conditions for growing things - Planting veg in a greenhouse - taking care, responsibility.  Looking at Eid and how people celebrate it making a feast to celebrate El Fitr.	Summer - look at the trees - draw them now - compare them to the drawings from Autumn, Winter and Spring.  Look at holidays in the past - photos from grandparents /parents holidays - what is the same?

	<p>Where you live - who are your neighbours?</p> <p>Who helps in the community? What jobs do they do?</p> <p>Me – Can I name the parts of my body? Why do I need to keep my body healthy? How do I look after my teeth? What are the 5 senses?</p> <p>Where do I live? What do I see on my way to school? Can we find where we live on a map?</p> <p>Houses – What types of homes are there? What is my home made of?</p>	<p>Talk about how we celebrate Remembrance, what does the festival represent? How have things changed? Respect for those that have died. Let's celebrate - Remembrance.</p> <p>Winter - Look at how the trees have changed - what has happened in the gardens?</p> <p>Animals in Winter. Why do animal hibernate?</p> <p>Nativity - Lets celebrate Performance to parents / community.</p>	<p>what has happened in the gardens?</p> <p>Winter in different countries.</p> <p>Changing states - look at ice - melting</p> <p>Baking Cakes - liquid add heat = solid.</p> <p>Africa – handa's surprise, mama Payna's Pancake?</p> <p>How are homes in Kenya different from ours? What food are the same or different? What is the weather like in Africa?</p>	<p>Baby animals and their mothers Growing up</p> <p>The importance of bees – why do we need bees?</p> <p>Growing a bean. What does it need?</p> <p>Beans – where do they come from, how do they get into a tin?</p> <p>Fruit – Where does our fruit come from? Why do we need to eat fruit?</p> <p>Healthy eating</p> <p>Life on a working farm</p> <p>Planting vegetable garden</p>	<p>Looking at the differences between night and day - Eid - no eating during the day - only at night.</p> <p>Nocturnal animals</p> <p>Dinosaurs – Where did dinosaurs live? What did they eat? Why have they mbecome extinct?</p> <p>Little Red Riding Hood – Can we make her a waterproof coat/ what materials would we use</p>	<p>What is different?</p> <p>Transport - what cars did people used to drive? Look at and compare photos from the past.</p> <p>How did people go on holiday? Did they go on a plane? Using a map to get to a destination.</p>
WELLY WEDNESDAYS	Wooden name disc	NONE	Bird feeder	Bug houses	Stickman Day	Summer crown

<p>COMPUTING. TAKEN FROM BAREFOOT CURRICULUM</p>	<p>Objectives &amp; Online Safety</p> <p> I can begin to understand that an algorithm is a step by step set of instructions.</p>	<p>Objectives &amp; Online Safety</p> <p> I can begin to use a program to create a simple document.</p> <p> I can begin to recognise when to tell an adult if I see anything worrying online.</p> <p>Online Safety (Managing Online Information) - I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>Online Safety (Managing Online Information) - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Objectives &amp; Online Safety</p> <p> I can begin to use a program to create a simple document.</p> <p>Online Safety (Copyright &amp; Ownership) - I know that work I create belongs to me.</p> <p>Online Safety (Copyright &amp; Ownership) - I can name my work so that others know it belongs to me.</p> <p>Online Safety (Copyright &amp; Ownership) - I can explain why work I create using technology belongs to me.</p> <p>Online Safety (Copyright &amp; Ownership) - I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p>	<p>Objectives &amp; Online Safety</p> <p> I can begin to make predictions about the behaviour of a programmed toy.</p> <p> I can begin to understand that an algorithm is a step by step set of instructions.</p>	<p>Objectives &amp; Online Safety</p> <p> I can begin to recognise how to use technology in school and at home.</p> <p> I can begin to use technology to create digital content.</p> <p>Online Safety (Copyright &amp; Ownership) - I can explain why work I create using technology belongs to me.</p> <p>Online Safety (Copyright &amp; Ownership) - I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p>	
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	ALL ABOUT ME!	CELEBRATIONS!	THE WORLD AROUND US...	DOWN ON THE FARM	INTO THE WOODS	LIFE IN THE PAST
	AUTUMN		WINTER	SPRING		SUMMER
EAD	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Baking a birthday cake</p> <p>Divali dance</p> <p>Poppy pictures</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Season – draw tree</p> <p>Ice pictures</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p>	<p>Season – draw tree</p> <p>Making Pancakes Fruit salad Baked beans Honey Biscuits</p> <p>Arcinboldo Artist study</p> <p>Bee Printing</p> <p>Collage-farm animals / Making houses.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p>	<p>Making Porridge</p> <p>Stickman display</p> <p>Dinosaur footprints</p> <p>Use different textures and materials to make houses for the three little pigs,</p> <p>Listen to music and make their own dances in response.</p> <p>Salt dough fossils</p>	<p>Season – draw tree</p> <p>Making a sandwich</p> <p>Seaside tiles in clay</p> <p>Sand pictures collages Lighthouse designs Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>

	Superhero masks. Season – draw tree					
	Baking bread and making butter					