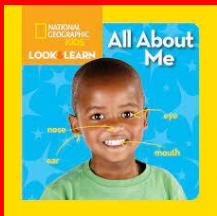
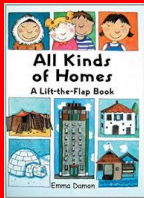
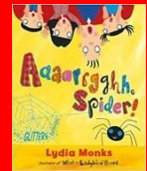
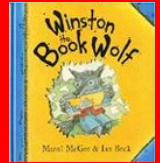
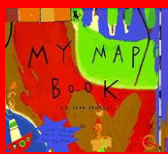
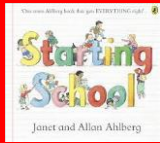


### **Staplehurst School Curriculum Overview 2025-26: EYFS**

The EYFS curriculum is a planned programme of learning opportunities to help all children make progress towards a set of Early Learning Goals. These goals outline the skills, understanding, knowledge and attitudes that is expected at the end of the EYFS.

Maths (taught through White Rose), phonics (taught through Read, Write, inc) and PE, are taught separately and discretely. Literacy is taught through the key texts. We use Charanga for our music curriculum. Continuous provision provides opportunities for learning in all areas of the EYFS curriculum.

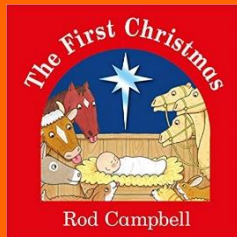
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC TITLE	<b>KNOCK KNOCK!</b>  What's behind the door?  (Understanding the World and PSED focus)	<b>PEOPLE WHO HELP US</b>  Who helps us in school and in our community?  (Understanding the World and PSED focus)	<b>FLYING HIGH (BIRDS+ DREAMS)</b>  Who made this mess?  (the children find a nest and discuss who or what made it)  (Understanding the World and EAD focus)	<b>FLYING HIGH (SPACE)</b>  What is your dream?  (Understanding the World and EAD focus)	<b>TRADITIONAL TALES</b>  What's the story?  (Understanding the World and PSED focus)	<b>ON THE FARM</b>  Who lives on the farm?  (Understanding the World and PSED focus)



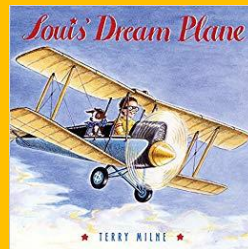
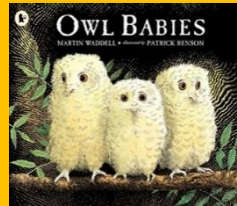
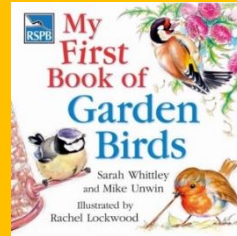
We will be exploring a range of Non-Fiction books all about different occupations



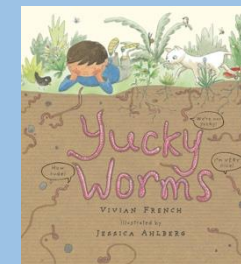
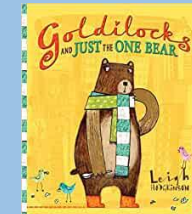
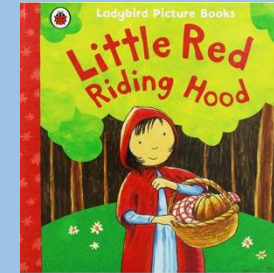
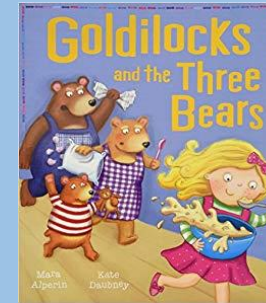
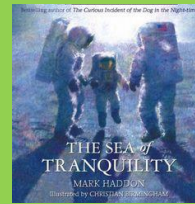
Christmas stories



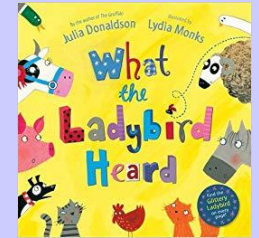
Non – Fiction books about garden birds and birds of prey



Fiction and non-fiction books about Space



A range of non-fiction books about farm animals



	<ul style="list-style-type: none"> <li>• Me</li> <li>• My family</li> <li>• My friends</li> <li>• My school</li> <li>• My home</li> </ul>	<ul style="list-style-type: none"> <li>• Police</li> <li>• Doctors/nurses</li> <li>• Fire services</li> <li>• Vets</li> <li>• School staff</li> <li>• Local businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Garden birds</li> <li>• Birds of prey</li> <li>• Dreams</li> <li>• Non-fiction texts</li> <li>• Our EYFS garden</li> </ul>	<ul style="list-style-type: none"> <li>• Planets</li> <li>• Equipment for Space</li> <li>• Intergalactic passport challenge</li> <li>• Non-fiction texts</li> <li>• Fictional stories about adventures to Space, focusing on 'Whatever Next'</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and The Three Bears</li> <li>• Little Red Riding Hood</li> </ul>	<ul style="list-style-type: none"> <li>• Our EYFS garden</li> <li>• Farm animals</li> <li>• Babies and adults</li> <li>• Growing and looking after animals and our environment</li> <li>• Health and self-care</li> </ul>

<p><b>PSED</b> Develop our sense of responsibility and membership of a community. Develop our confidence in new social situations. Explore our emotions and coping strategies Self regulation- my feelings</p> <p><b>Physical Development</b> Developing our fine motor skills for writing Exploring ball skills through control and movement. Moving smoothly with control and coordination with a partner – counter balance</p> <p><b>Communication and language</b> Use a wider range of vocabulary Use 2 part questions Understand why questions Sing a large repertoire of songs Be able to talk about familiar books and be able to talk about familiar books and be able to tell a long story. Use longer sentences of four to six words Understand how to listen</p>	<p><b>PSED</b> Building relationships – special relationships</p> <p><b>Physical Development</b> Coordination footwork Static balance – 1 leg Fine motor control for handwriting</p> <p><b>Communication and Language</b> Listen to stories with increasing attention and recall. Review time following child-initiated learning. Listening and responding during conversations Understand who, what, why, where questions</p> <p><b>Mathematics</b> Identify and name circles and triangles 1,2,3,4,5 Shapes with 4 sides</p> <p><b>Understanding the World</b> People who help us in the school and wider community</p>	<p><b>PSED</b> Managing self – taking on challenges</p> <p><b>Physical Development</b> Dance – artististry, partnering, circles and shapes</p> <p><b>Communication and Language</b> Listen to stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Listens and responds to ideas expressed by others in conversation and discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>PSED</b> Self- regulation – listening and following instructions</p> <p><b>Physical Development</b> Health and fitness – shape and travel</p> <p><b>Communication and Language</b> Talking and sharing ideas using more complex sentences Posing questions and using new vocabulary In different contexts Using story language in their play</p> <p><b>Mathematics</b> Length, height and time Building 9 &amp;10 --find, represent, composition, doubling and number bonds to 10 Explore 3D shapes</p> <p><b>Understanding the World</b> What is an astronaut? What is in space? The Moon The planets including Earth – key features</p>	<p><b>PSED</b> Managing self – my well-being</p> <p><b>Physical Development</b> Dynamic balance to agility Jumping and landing Static balance - seated</p> <p><b>Communication and Language</b> Listens and responds to ideas expressed by others in conversation and discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b>Mathematics</b> To 20 and beyond How many more – adding and taking</p>	<p><b>PSED</b> Building relationships – my family and friends</p> <p><b>Physical Development</b> Coordination – send and receive Agility – reaction response</p> <p><b>Communication and Language</b> Listens and responds to ideas expressed by others in conversation and discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p><b>Mathematics</b> Sharing and grouping Visualise, build and map Make connections</p> <p><b>Understanding the World</b> What would we see on the farm? Looking at different animals and habitats Importance of farms Jobs on the farm</p>
--	---	---	---	---	--

<p>carefully and why listening is important</p> <p><b>Mathematics</b> Matching, sorting and exploring pattern Exploring 1,2,3 – finding, representing, subitising and composition Comparing size, mass and capacity.</p> <p><b>Understanding the World</b> Identifying the different parts of our bodies Focusing on facial features - breathing What are the different areas in our school and how are they used? Who is in your family? keeping clean - handwashing Looking at different types of homes and the materials used</p> <p><b>Expressive art and design</b> Painting self portraits Blow painting colour monsters Comb painting Wolves Drawing families and friends Colour mixing Painting homes Box modelling homes Rubblings of different materials</p>	<p>Police, firefighters and vets Jobs in our families Celebrating Bonfire night, Diwali, Hannukah and Christmas</p> <p><b>Expressive art and design</b> Leaf printed Pointism trees Hedgehog fork painting Kandisky – triangles Shape pictures Leaf butterfly Autumn face collages Christmas cards and art</p> <p>Doctors' role play</p> <p>Charanga – My stories Learn to sing nursery rhymes and action songs Listen and respond to different styles of music</p> <p><b>MFL</b> Nursery Rhymes</p>	<p>Introduces a storyline or narrative into their play.</p> <p>Encourage children to rehearse and retell the story in the provision. Support with character pictures/puppet and copies of the story map</p> <p><b>Mathematics</b>  Alive in five -find, represent, composition and subitising 0-5</p> <p>Mass and capacity</p> <p>Growing 6,7,8 – find, represent, double and combining 2 groups</p> <p><b>Understanding the World</b> What or who made the nest?</p> <p>Where do different types of birds live?</p> <p>Where do the Owl Babies live?</p>	<p>What do astronauts need? Sequencing events from the past – simple timeline</p> <p><b>Expressive art and design</b> Shadow puppets Box modelling Drawing reflections Create hand print aliens Mixing colours for planets Kandinsky circles – collage and painting Marble rolling Peter Thorpe – rocket art</p> <p>Space role play</p> <p>Charanga – Our World Learn to sing nursery rhymes and action songs</p> <p>Listen and respond to different styles of music</p> <p><b>MFL</b> Greetings</p>	<p>away</p> <p>Manipulate, compose and decompose shapes</p> <p><b>Understanding the World</b> Comparing different materials Comparing different environments – village/forest How have homes changed over time? Homes in other countries Bridges Healthy food choices and healthy living</p> <p><b>Expressive art and design</b> Fruit and vegetable faces – Guisseppe Arcimboldo Observational drawing – fruit and vegetables Clay bears Comb painting bears Making props for story bag puppets Tearing paper – collage bears Pastel &amp; charcoal drawing - forest Stick puppets Observational drawing of artefacts</p>	<p>Machinery and tools used on the – past and present How have we changed over the year</p> <p><b>Expressive art and design</b> Wax rubbing Fork painting ducklings Horse collages Painting farm animals Making windmills Box modelling – tractors Collage animals Making scarecrows Painting pets Observational drawing of natural objects from outside</p> <p>Vets</p> <p>Charanga - Reflect, rewind and replay Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. Listen and respond to different styles of music</p> <p><b>MFL</b> Numbers and colours</p>
--	--	---	--	--	---



	<p>Charanga – Me! Learn to sing nursery rhymes and action songs Listen and respond to different styles of music</p> <p><b>MFL</b> Nursery Rhymes</p>		<p>Birds of the UK/World</p> <p>Technology we use</p> <p>How transport has changed</p> <p><b>Expressive art and design</b> Drawing what we think is in the nest Making bird feeders Making bird nests using different materials Painting with feathers Swans using looped paper Stippling – dry brushes and paint – Ugly Duckling Tearing paper – owl collage Sponge painting owls Tube aeroplanes Painting dream jobs</p> <p>Supermarket role play</p> <p>Charanga – Everyone!</p> <p>Learn to sing nursery rhymes and action songs</p> <p>Listen and respond to different styles of music</p> <p><b>MFL</b> Greetings</p>		<p>Box modelling Troll painting</p> <p>Café role play</p> <p>Charanga – Big Bear Funk Listening and appraising funk music Playing instruments within the song</p> <p>Listen and respond to different styles of music</p> <p><b>MFL</b> Numbers and colours</p>	
--	--	--	---	--	--	--

Educational visits		<ul style="list-style-type: none"><li>• Visits from 'People who help us' in school and the wider community</li></ul>		<ul style="list-style-type: none"><li>• Space Day celebration - Astrodome</li></ul>	<ul style="list-style-type: none"><li>• Picnic on the field</li></ul>	<ul style="list-style-type: none"><li>• Farm school trip</li></ul>
Religious festivals	<ul style="list-style-type: none"><li>• Harvest</li></ul>	<ul style="list-style-type: none"><li>• Diwali</li><li>• Christmas</li><li>• Hannukah</li></ul>	<ul style="list-style-type: none"><li>• Chinese New Year</li></ul>	<ul style="list-style-type: none"><li>• Easter</li></ul>	<ul style="list-style-type: none"><li>• Eid</li><li>• Ramadan</li></ul>	