

Early Years Foundation Stage Curriculum at Christ Church CE Academy

Our Early Years curriculum aims to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and their wider society. We want our children; to become confident speakers who listen to others; develop a love of reading and writing; develop the mathematical skills knowledge and vocabulary to prepare them for their journey into Year one and beyond.

We believe that children need rich opportunities to initiate ideas and activities so that they develop the learning characteristics that will support lifelong learning. Through the EYFS curriculum we provide, children will continually demonstrate their ability to; play and explore; learn actively and; create and think critically.

We aim to do this by offering our children experiences through a mix of planned and 'in the moment' learning opportunities that give the building blocks to develop their interests through knowledge and experiences of the wider world.

How can you be interested in something you didn't even know existed?

Personal, Social and Emotional Development

Children will develop their ability to make positive relationships with their peers and adults around school. They will become confident learners who try new activities and show independence, resilience and perseverance in the face of challenge. Children will develop an understanding of the need to make right choices and explain the reasons for rules and behave accordingly. Children will manage their own hygiene and personal needs, gain an understanding of healthy food choices.

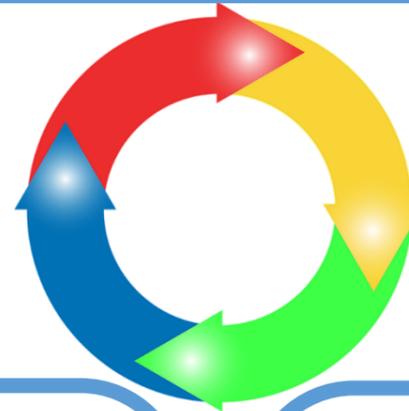
Physical Development

Children will develop their gross motor skills through a variety of activities. The outdoor area provides ample opportunities for children to move energetically demonstrating strength, balance and coordination when playing.

Every opportunity is used to support the development of fine motor skills, which ensure children will handle equipment and tools effectively, including pencils, in preparation for fluent writing and showing accuracy and care when drawing.

Communication and Language

Children will become confident speakers who enjoy talking about events in their lives, making use of recently introduced vocabulary. Children will express themselves effectively, showing awareness of listeners' need and are able to ask questions to clarify their understanding of the topic. Children will develop a love of stories, non-fiction books, rhymes and poems and enjoy joining in and responding to what they have heard by asking questions and offering explanations for why things might happen



Literacy

Children will develop a love of books. They will enjoy listening to a wide range of books and stories, demonstrating an understanding of what has been read to them. The phonic knowledge they gain give them the foundations to be confident readers and writers. Children will learn a sound for each letter of the alphabet along with a range of diagraphs that will enable them to read and write simple sentences.

Mathematics

Following a mastery approach to maths, children are provided with unlimited opportunities to develop a secure understanding of number and numerical patterns. Through playful interactions and adult led focused teaching sessions, children will have a deep understanding of number to 10 and be able to count beyond 20. Children will explore and represent patterns and become confident in comparing quantities and objects and in solving problems using mathematical language.

Understanding the World

Children will talk about past and present events and the lives of the people around them and their roles in society. They will describe and explain about similarities and differences between themselves, their immediate environment, the wider world around them and things in the past and now. They will explore the natural world around them, become observant of animals and plants and explain why some things occur, and will be able to talk about changes.

Expressive Arts and Design

Children will enjoy a range of songs, music and dance. The creative area offers a variety of materials, tools and techniques that children will explore. They will experiment with colour, design, texture, form and function. Children will invent, adapt and recount narratives and stories using their own ideas, thoughts and feelings. Children will make use of props and materials through role play, dance, stories, design and technology, art and music.

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Curriculum Overview Nursery 2025-2026

	Autumn 1 – I wonder who I am? (All about me)	Autumn 2 – I wonder who lives there? (Animals and habitats)	Spring 1 – I wonder are they real?	Spring 2 1 – I wonder who can help/who helps me? (Superheroes/people who help us)	Summer 1 – I wonder what's in the garden? (Plants and minibeast)	Summer 2 – I wonder where shall we go? (Transport and holidays/journeys)
Literacy – core texts	The colour monster Brown Bear, Brown Bear, What do you see?	Dear Zoo Percy the Park Keeper after the Storm	The Three little pigs Three Billy goats gruff	Flashing the engines Doctorsaurus	Jasper's Beanstalk The very hungry caterpillar	The Train Ride The Naughty bus
Talk through stories	Click Clack Moo Billy's Bucket	One Snowy Night Can't you sleep little bear?	My Monster and Me Handa's Hen	Tiddler On the Way Home	Wonkey Donkey Mr Wolf's Pancakes	Guess How Much I Love You Mixed
Poetry Basket	Chop Chop Cup of Tea		I can build a snowman Carrot Nose		I have a little frog Dance (by Nancy White Carlstrom)	
Nursery Rhymes	Nursery Rhyme week A2 The rainbow song Down in the jungle		I went to visit a farm one day Old McDonald had a farm		Wheels on the bus We're driving in our car A sailor went to sea, sea, sea	
Communication and Language	<ul style="list-style-type: none"> - Story retell of favourite stories (use story language from the text) - Recounting events - Singing songs and rhymes - Ask 'who' and 'what' questions. Teacher model – children echo. - Use phrases/sentences of 2-3 words. - Understand and follow one simple instruction - Use talk to organise play 		<ul style="list-style-type: none"> - Story retell of favourite stories (use story language from the text) - Recounting events - Singing songs and rhymes - Ask 'how' and 'why' questions. Teacher model – children echo. - Use phrases of 3-4 words. - Understand and follow a simple/two-step instruction - Use talk to organise play/solve conflict 		<ul style="list-style-type: none"> - Story retell of favourite stories (use story language from the text) - Recounting events - Singing songs and rhymes - Children to use longer sentences of four to six words. Teacher to model this. - Speak in sentences of 4-6 words - Understand and follow a simple/two-step instruction - Use talk to organise play/solve conflict 	
Progression of writing skills (New skills in yellow)	Mark making Drawing freely Hold a pencil correctly Use core muscle strength to achieve a good posture when sitting at the table to write		Mark making Drawing freely Hold a pencil correctly Use core muscle strength to achieve a good posture when sitting at the table to write Knowing print has meaning Write some letters of their name		Mark making Drawing freely, making meaningful marks Hold a pencil correctly Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy Write some or all of their name Write some letters accurately	
Phonics (Little Wandle foundations for phonics)	Nursery rhymes Speaking and listening Activities Musical instruments	Hear initial sounds in words S,a,t,p,i,n Oral blending cvc words	Identify initial sounds in words M,d,g,c,k,e Identify the initial sound in their name Blend a wider range of cvc words using oral blending	Identify initial sounds in words R,h,b,f,l,j Blend a wider range of words using oral blending Identify words that rhyme	Identify initial sounds in words Blend a wider range of words using oral blending V,w,y,z,qu,ch Identify words that rhyme	Identify FINAL sounds in words Blend a wide range of words using oral blending Identify words that rhyme
Mathematics	Colours Sorting Pattern Counting songs	Maths – white rose -Hear and say number names -begin to order number names - I see 1,2,3	Maths – white rose - hear and say number names -Explore position and space - show me 1,2,3	Maths white rose -Move and label 1,2 3 -Explore position and routes - Explore patterns - Explore own first patterns	Maths white rose - take and give 1,2,3 -match and talk – push and pull -Talk about dots - compare and sort collection -lead on own repeats	Maths white rose - start to puzzle -making patterns together -make games and actions -show me 5

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UW	Introduction to and exploring technology in continuous provision		Using technology in continuous provision Introduction to an iPad		Using technology in continuous provision Using an iPad	
Computing	Me and my family		Celebrations		Travel	
History		Look and talk about what I can see inside school. Exploring the weather		Look and talk about what I can see on school grounds – checklist (field, hill, trees, bushes, grass, soil, fence, playground, ball court) Exploring the weather		Walk around the local area Look and talk about what is in my local area. Exploring the weather
Geography						
Science	Seasons		Seasons		Seasons	
EAD	Drawing – Free mark making, faces Painting – free painting, paint effects Sculpture and 3d – Colour monsters		Drawing – Closed shapes, pencil control Painting – colour mixing, paint effects Sculpture and 3d – junk modelling, vehicles		Drawing – observational drawing Painting – Collaborative garden Sculpture and 3d – Making a beanstalk	
Design & Technology	Structure: What can I build?		Textiles: What can I make with different materials and fabrics?		Food: Can I make a fruit smoothie?	
RE	Where do we belong?	Special Times	What is special about our world?	Special people	Special places	
PSED PHSE/RSE (SARF)	Me and my relationships	Being my best	Growing and changing	Keeping safe	Rights and respect	Valuing differences
Physical development	Can I move my body in different ways? Action songs Pencil control/Fine motor activities	Ball skills Movement to music and rhythm Balancing and moving Pencil control/Fine motor activities	Climbing and balancing on apparatus Skipping, hopping and running Dance Pencil control Cutting skills	Throwing and catching Riding scooters and trikes Balancing Pencil control Cutting skills	Climbing and balancing outdoors Lifting and carrying Throwing and catching Riding scooters and trikes Balancing Pencil control Cutting skills	Climbing and balancing outdoors Lifting and carrying Throwing and catching Riding scooters and trikes Balancing Pencil control Cutting skills
Possible Visits and Enhancements		Animal visit				Little bikers
Fundamental and British Values	<p>We will focus throughout the year on creating a safe environment where every child feels safe and protected.</p> <p>Reflecting on differences and views when they happen.</p> <p>Remembering what is right? and what is wrong?</p> <p>Turn taking and making right decisions as a group and independently.</p> <p>To be kind and helpful to others.</p> <p>Class rules</p>					