

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 Reception 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) |
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| Literacy (Core text) | Colour monster goes to school Hugless Dougless Where's my teddy? Oi frog | Walking through the jungle We're going on a bear hunt Elmer | Goldilocks and the three bears The gingerbread man The little red hen | Supertato Superworm Super Bat | Jack and the beanstalk Snail trail The bad-tempered ladybird | On the way to grandpas Pirates love underpants |
| Talk through stories | Ravi's Roar Where the Wild Things Are | Zog Farmer Duck | 5 Minutes Peace Lost and Found | Room on the Broom Gecko's Echo | The Lion Inside Ruby's Worry | The Koala who Could The Squirrels who Squabbled |
| Phonics | Phase 2 graphemes s a t p l n m d g o c k c k e u r h b f l Tricky words Is I the | Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk - Words with -s /s/ added at the end (hats, sits) - Words ending in s (z) (his) and with -s /z/ added at the end (bags sings) Tricky words Put pull full as and has his her go no into she push he of we me be | Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er - Words with double letters - Longer words Tricky words Was you they my by all are sure pure | Review Phase 3 - Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words. - Words with s /z/ in the middle. - Words with -s /s/ /z/ at the end. - Words with -es /z/ at the end. - Tricky words Review all taught so far. | Phase 4 - Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - Longer words and compound words - Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Tricky words Said so have like some come love do were here little says there when what one out today | Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - Words ending in suffixes: -ing, -ed /t/ -ed /id/ / ed/, -est - Longer words Tricky Words Review all taught so far |
| Oral composition | - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher to model 2-3 three to four-word sentences orally (story re-tell.) Echo recall. | - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher to model 2-3 three to four-word sentences orally (story re-tell.) Echo recall. | - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher to model 2-3 three to four-word sentences orally (story re-tell.) Echo recall. | - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 2-3 five-six-word sentences (story retell.) Echo recall. Children to articulate their own ideas in well-formed sentences. Teacher to model this process first. | - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 2-3 five-six-word sentences (story retell.) Echo recall. Children to articulate their own ideas in well-formed sentences. Teacher to model this process first. | - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 2-3 five-six-word sentences, using conjunctions (story re-tell.) Echo recall. Children to articulate their own ideas in well-formed sentences. Teacher to model this process first. |
| Reception writing – progression of skills | Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know. Write one simple, dictated captions with sounds they already know. | Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know. Write one simple, dictated captions with sounds they already know. | Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know. Write 2-3 simple, dictated captions with sounds they already know. | Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know. Write 2-3 simple, dictated captions with sounds they already know. | Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know. Write 2-3 simple, dictated captions with sounds they already know. | Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know. Write 2-3 simple, dictated captions with sounds they already know. |

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| | | | <p>Write a simple, dictated sentence (of 4 words) with sounds and tricky words they already know.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> | <p>Write a simple, dictated sentence (of 4 words) with sounds and tricky words they already know.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> | <p>Write a simple, dictated sentence (of 5 words) with sounds and tricky words they already know.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> | <p>Write a simple, dictated sentence (of 5 words) with sounds and tricky words they already know.</p> <p>Record sentences (that can be read by others) with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> |
| Must haves | Hold a pencil correctly (tripod grip) | Hold a pencil correctly (tripod grip) | <p>Hold a pencil correctly (tripod grip)</p> <p>Form most letters accurately</p> | <p>Hold a pencil correctly (tripod grip)</p> <p>Form most letters accurately</p> | <p>Hold a pencil correctly (tripod grip)</p> <p>Form all letters and numbers accurately</p> <p>Finger spaces</p> | <p>Hold a pencil correctly (tripod grip)</p> <p>Record sentences (that can be read by others) with a capital letter and full stop.</p> <p>Form all letters and numbers accurately</p> |
| Poetry Basket | <p>Falling Apples</p> <p>Breezy Weather</p> <p>Wise Old Owl</p> <p>Five Little Pumpkins</p> <p>Who has seen the world?</p> <p>Nursery Rhyme week A2</p> | | <p>A little seed</p> <p>Mrs Bluebird</p> <p>Five Little Peas</p> <p>A little house</p> <p>Spring Wind</p> <p>Stepping stones</p> | | <p>Sliced Bread</p> <p>Under a stone</p> <p>A Little Shell</p> <p>Monkey Babies</p> <p>Five Little Owls</p> <p>If I were so very small</p> | |
| Nursery Rhymes | <p>Twinkle Twinkle Little Star</p> <p>Twinkle Twinkle Chocolate Bar</p> <p>1.2.3.4.5 Once I caught a Fish Alive</p> <p>5 Little Monkeys</p> <p>Wind the Bobbin up</p> <p>Baa Baa Black Sheep</p> <p>Head Shoulders Knees and Toes</p> | | <p>5 Speckled Frogs</p> <p>2 Dickie Birds</p> <p>Miss Polly had a Dolly</p> <p>5 Little Ducks</p> <p>Hickory Dickory Dock</p> <p>Incy Wincy Spider</p> <p>Ring a Ring a Roses</p> | | <p>Row Row your boat</p> <p>Jack and Jill went up the hill</p> <p>Mary Had a Little Lamb</p> <p>The Grand old Duke of York</p> <p>5 Fat Sausages</p> <p>Farmer in the Dell</p> <p>The animals on the Farm</p> | |

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| <p>Mathematics</p> <p>MASTERING NUMBER (NCETM)</p> <p>SSM White Rose Maths</p> | <p>Subitising: Subitising within 3</p> <p>Counting, ordinality and cardinality: Focus on counting skills</p> <p>Composition: Explore how all number are made of 1s. Focus on composition of 3 and 4</p> <p>Subitising: Subitise objects and sounds</p> <p>Comparison: Comparison of sets – ‘just by looking.’ Use language of comparison: <i>More</i> than and <i>fewer</i> than.</p> <p>Match, sort and compare.</p> <p>Talk about measure and patterns.</p> | <p>Counting, ordinality and cardinality: Focus on counting skills.</p> <p>Comparison: Comparison of sets – by matching. Use the language of comparison: <i>more than, fewer than, an equal number.</i></p> <p>Composition: Explore the concept of ‘whole’ and ‘part’</p> <p>Focus on the composition of 3, 4 and 5.</p> <p>Counting, ordinality and cardinality: Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20.</p> <p>Circles and triangles.</p> <p>Shapes with 4 sides.</p> | <p>Subitising: Subitise within 5 focusing on die patterns.</p> <p>Match numerals to quantities within 5</p> <p>Counting, ordinality and cardinality: Counting – focus on ordinality and the ‘staircase’ pattern. See that each number is one more than the previous number.</p> <p>Composition: Focus on 5</p> <p>Focus on 6 and 7 as ‘5 and a bit’</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to.</p> <p>Make unequal sets equal.</p> <p>Mass and capacity</p> <p>Length, height and time</p> | <p>Counting, ordinality and cardinality: Focus on the ‘staircase’ pattern and ordering numbers</p> <p>Comparison: Focus on ordering of numbers to 8 Use language of less than</p> <p>Composition: focus on 7.</p> <p>Doubles – explore how some numbers can be made with 2 equal parts.</p> <p>Sorting numbers according to attributes – odd and even numbers.</p> <p>Length, height and time</p> <p>Explore 3-D shapes</p> | <p>Counting, ordinality and cardinality: Counting – larger sets and things that cannot be seen.</p> <p>Subitising: to 6, including in structured arrangements.</p> <p>Composition: composition – ‘5 and a bit’</p> <p>Composition – of 10</p> <p>Comparison: comparison – linked to ordinality.</p> <p>Play track games.</p> <p>Length, height and time</p> | <p>Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Automatic recall of bonds to 5.</p> <p>Composition of numbers to 10.</p> <p>Comparison.</p> <p>Number patterns.</p> <p>Counting</p> <p>Visualise, build and map (3 weeks)</p> <p>Manipulate, compose and decompose.</p> <p>Visualise, build and map.</p> |
| <p>Understanding the World</p> <p>Computing (Kapow)</p> | <p>Computing through continuous provision</p> | <p>Computing systems and networks: using a computer</p> | <p>Programming 1: all about instructions</p> | <p>Computing systems and networks: exploring hardware</p> | <p>Programming 2: programming Bee-Bots</p> | <p>Data handling: Introduction to data</p> |
| <p>History (CCA bespoke)</p> | <p>My Family & Community</p> | | <p>Now and Then - Jobs</p> | | <p>Changing and Growing</p> | |
| <p>Geography (Kapow)</p> <p>Science White Rose</p> | | <p>Exploring Maps</p> <ul style="list-style-type: none"> • Pirate map bingo • Our school from above • Let’s build a map! • Creating journey sticks • Investigating maps • Map making | | <p>Outdoor Adventures</p> <ul style="list-style-type: none"> • Nature catchers • Observational painting • Exploring the weather • Senses in nature • Exploring the seasons • Dress the teddy | | <p>Exploring the World</p> <ul style="list-style-type: none"> • Home or away? • Bear’s UK travels • City or countryside? • Exploring world landscapes • Desert explorers • Polar explorers |
| | <p>Biology: Humans My body and diet (Healthy Eating)</p> <p>Biology: Seasonal changes</p> | | <p>Chemistry: Melting and Freezing</p> <p>Biology: Living Things & their Habitats: My natural world (who lives where?)</p> <p>Biology: Seasonal change</p> | | <p>Biology: Plants</p> <p>Biology: Life cycles</p> <p>Chemistry: Materials</p> <p>Physics: Forces/shadows</p> <p>Biology: Seasonal change</p> | |
| <p>EAD</p> <p>Art & Design</p> | <p>Drawing: Marvellous Marks (6)</p> | | <p>Painting: Paint my world (6)</p> | | <p>Sculptures & 3D: Creation station (6)</p> | |

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| (Kapow) Design & Technology (Kapow) | | Structures: Junk modelling (6) | | Textiles: Bookmarks (6) | | Structures: Boats (6) |
| RE (Trust) | Thematic Being Special: Where do we belong? | UC: Incarnation Why do Christians perform Nativity plays at Christmas? | UC: Creation Why is the word God so important to Christians? | UC: Salvation Why do Christians put a cross in an Easter garden? | Thematic: Which stories are special and why? | Thematic: Which places are special and why? |
| PSED PHSE/RSE (SCARF) | Me and My Relationships What makes me special? People close to me Getting help | Valuing Difference Similarities and differences Celebrating difference Showing kindness | Keeping Safe Keeping my body safe Safe secrets and touches People who help to keep us safe | Rights and Respect Looking after things: friends, environment, money | Being my Best Keeping my body healthy – food, exercise, sleep. Growth and mindset | Growing and Changing Cycles Life stages Girls and boys – similarities and differences. |
| PD (GetSet4PE) | Introduction to PE: Unit 1 | Ball skills: Unit 1 | Dance: Unit 1 | Fundamentals: Unit 1 | Games: Unit 1 | Gymnastics: Unit 1 |
| Forest School | Outdoor Provision | Outdoor Provision | Social, Emotional | Nature and Growing Things | Woodland Exploration | Enchanted Woodland (Fairy tales) |
| Possible Visits and Enhancements | Woodland walk | Animal visit | Woodland walk | Visitors from different occupations | Woodland walk | Farm visit |
| Christian Values | <p>Christian Values will be interwoven through the early year's curriculum</p> <p>Friendship: What makes a good friend? Forgiveness: through stories. How can I show someone I am sorry? Courage: Trying new things, speaking in front of a class. Hope: To explore hopes and dreams and think about how to achieve them. Trust: To understand the importance of trust as a foundation of friendship.</p> | | | | | |
| Fundamental 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. Remembering what is right and wrong. Turn taking and making right decisions as a group and independently. To be kind and helpful to others. Class rules Voting for story time book.</p> | | | | | |