



## **Early Years Curriculum and Framework**



### **Intent**

In early years education, we provide a stimulating and safe environment that fosters the development of children's cognitive, social, emotional, and physical skills. Our curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, or additional needs, to flourish and become the very best version of themselves.

We aim to create a curriculum that is responsive to the changing needs and interests of children, with clearly defined learning goals. We see the early years as a crucial time for children's development, laying the foundation for their future success. Our framework is guided by the EYFS curriculum and Development Matters.

Early childhood is the foundation on which children build the rest of their lives. Within our cluster of small schools, we recognise and value the important role that the Early Years Foundation Stage plays in preparing children for their future learning and development.

All children are unique. Practitioners invest in building trusting relationships with children and families within an enabling environment, providing children with the security to develop into resilient, capable, confident and compassionate learners. Learning opportunities reflect children as individuals who develop and learn at different rates and in different ways.

No limits are placed on children's learning. Our inclusive approach enables every child to thrive as they access our bespoke and progressive curriculum. All learning and interactions take place within the context of the School's Vision, Values and Aims, which permeate every aspect of school life.

Learning through play and practical hands-on experiences underpins our approach to teaching and learning in the Early Years. Through exploratory play, children can practise and learn new skills and revisit prior learning and experiences at their own level and pace. The classroom and outdoor area are flexible learning spaces which adapt regularly to meet the changing needs and interests of pupils. Skilful practitioners support and guide the children on their learning journey in the Early Years.



## **Implementation**



We believe that the early years are the most crucial starting point for a child's educational journey. This foundation stage sets the tone for future learning and development, which is why our entire school curriculum, from EYFS through to Year 6, follows a cohesive and structured approach.

In the Early Years Foundation Stage (EYFS), we introduce block teaching for certain subjects, a method that continues throughout the school. This approach ensures that children build a strong, interconnected understanding of various subjects from the very beginning. For example, when our Year 1-6 children are engaged in history lessons, our EYFS children are also exploring history elements appropriate for their developmental stage. This alignment prepares them seamlessly for the next steps in their education.

Our curriculum is designed to be progressive and responsive, adapting to the needs and interests of our pupils while maintaining a consistent structure. By following the same order and thematic approach across all year groups, we provide a coherent and supportive learning environment. This method not only reinforces knowledge and skills but also fosters a sense of continuity and confidence as children advance through their educational journey.

Through this structured yet flexible approach, we aim to equip our children with the foundational skills and knowledge they need to thrive, ensuring that every child is prepared for the challenges and opportunities of future learning.

Our curriculum is designed around the seven areas of learning outline in the statutory framework;

The three prime areas which are:

- **Personal, social and emotional development**
- **Physical development,**
- **And communication and language**
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And the four specific areas, which are:

- **Mathematics,**
- **Literacy,**
- **Understanding the world**
- **and Expressive arts and design.**



## Personal, Social and Emotional Development



This refers to the ways in which young children develop their sense of self, form relationships with others, and regulate their emotions and behaviour. It includes three main aspects:

**Personal Development** – Children develop a sense of self and begin to understand their own feelings and needs. They also learn to take care of themselves, such as dressing and feeding themselves, and become more independent.

**Social Development** – They learn how to form relationships with others, such as making friends and playing cooperatively. They also learn about the social norms and values of their culture and community.

**Emotional Development** – Children learn to regulate their emotions and express them appropriately. They develop empathy and understanding of others' emotions and learn to cope with difficult situations.

The ways in which we do this and the expected outcomes for the end of the early years stage are outlined below;

<b>Personal , Social and Emotional Development:</b>	Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.						
<b>Self-Regulation</b>	Know about school's rules and responsibilities.  Know about healthy lifestyles (inc teeth, food and exercise)	Wait for something that they want and control immediate impulses when appropriate.	Focus on what teacher says, responding appropriately even if engaged in an activity.	Follow instructions involving several ideas or actions.	Know about school's rules and responsibilities.  Know about healthy lifestyles (inc teeth, food and exercise)	Identify and moderate own feelings socially and emotionally.	Know about school's rules and responsibilities.  Know about healthy lifestyles (inc teeth, food and exercise)
<b>Managing Self</b>	<i>Throughout the year children will work towards becoming independent e.g. using the toilet, putting on coat, selecting equipment etc. They will be encouraged to keep on trying even when things are difficult.</i>						
	Manage own needs - personal hygiene.	Know and talk about the different factors that support health and wellbeing. E.g. Regular physical activity- Healthy eating Toothbrushing Sensible amounts of screen time. Having a good sleep routine	Know the names of feelings	Select own resources.	See themselves as a valuable individual.	Show resilience and perseverance in the face of challenge.	Select own resources.



		Being a safe pedestrian.					
<b>Building Relationships:</b>	Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.						
	Work with a peer and build play.  Build constructive and respectful relationships	Enjoy responsibility and being part of a community.	Become more outgoing with unfamiliar people in my school.	Talk with others to solve a conflict.  Take turns in a game.	Express feelings and consider the feelings of others.	Think about the perspective of others.	Enjoy responsibility and being part of a community.
<b>ELG</b> Children at the expected level of development will:	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>						

## Physical Development

Physical development is when young children develop their gross and fine motor skills and learn to move and use their bodies effectively. It includes three main aspects:

**Moving and Handling** – They develop their gross motor skills, such as crawling, walking, and running, as well as their fine motor skills, such as using scissors and pencils. They also learn to handle objects and tools effectively, such as throwing and catching balls.

**Health and Self-care** – Learning about healthy habits, such as washing their hands and brushing their teeth. They also develop their abilities to take care of themselves, such as dressing and feeding themselves.



**Physical Development** – Children develop their awareness of their own bodies and their abilities. They also learn about the benefits of physical activity and the importance of staying active.



The ways in which we do this and the expected outcomes for the end of the early years stage are outlined below;

Physical Development							
	Revise and refine fundamental movement skills. roll, crawl, walk, jump, run, hop, skip and climb.  Negotiate space and obstacles safely.	Develop overall body strength, coordination, balance and agility needed to engage with future physical education sessions and physical disciplines including dance, gymnastics, sport and swimming  Progress towards a more fluent style of moving with developing control and grace.  I know my dominant hand and can use it for pencil control.	I am active and my body strength , coordination, balance and agility is developing.  Use my core muscle strength to achieve good posture.  Develop and refine ball skills, including throwing, catching, kicking, passing, batting and aiming.	I can spin, rock, tilt, fall, slide and bounce.  Develop small motor skills so that they can use a range of tools competently, safely and confidently.  Develop the foundations of a handwriting style which is fast , accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors , outside alone and in a group.  Develop overall body- strength , balance, coordination and agility.	I know how to use a comfortable pencil grip. E.g. tripod grip  Combine movements with ease and accuracy.  Further develop the skills they need to get through the school day, e.g. lining up, queueing, mealtimes.	Develop overall body strength, coordination, balance and agility needed to engage with future physical education sessions and physical disciplines including dance, gymnastics, sport and swimming
<b>ELG</b> Children at the expected level of development will:	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing</li> </ul>						

## Communication and Language

This refers to the ways in which young children develop their abilities to communicate and understand language, both verbal and non-verbal. The development of this particular area is crucial for children to acquire robust literacy skills and to effectively participate in social interactions with others. It includes three main aspects:



**Listening and Attention** – Children learn to listen attentively to what others are saying and to respond appropriately. They also learn to concentrate and focus on particular tasks.



**Understanding** – They also develop their abilities to understand both spoken and non-verbal communication. They learn to understand and follow instructions, and to respond to questions and requests appropriately.

**Speaking** – Children learn to communicate their ideas, thoughts, and feelings using a range of vocabulary and sentence structures. They also develop their ability to express themselves fluently and accurately.

The ways in which we do this and the expected outcomes for the end of the early years stage are outlined below;

<b>Communication and Language</b>	C and L is a focus throughout all areas of the curriculum and daily activities, through quality interactions. e.g. Daily story time - Sharing books- Daily talk time, weather, visual timetable – items of interest to discuss – Daily songs and rhymes, Continuous provision						
<b>Listening, Attention and Understanding</b>	How to listen carefully and why listening is important What makes a good listener?  Develop social phrases	Learn new vocabulary.  Use vocabulary through the day  Engage in story times	Listen to and talk about stories to build familiarity and understanding.	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.  Use talk to work out problems and organise thinking and activities and to explain how things work and why they might happen.	Engage in non fiction books	Learn rhymes, poems and songs.  Use talk to work out problems and organise thinking and activities and to explain how things work and why they might happen.
<b>Speaking</b>	Use new vocabulary through the day.  Ask questions to find out more and check they understand what has been said to them.	Articulate their ideas and thoughts in well formed sentences.	Connect one idea or action to another using a range of connectives.  Describe events in detail.	Retell a story once they have developed a deep familiarity with the text. some as exact repetition and also in their own words.	Use new vocabulary in different contexts	Listen to and talk about selected NF books to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected NF books to develop a deep familiarity with new knowledge and vocabulary.
<b>ELG</b>  Children at the expected level of development will:	<ul style="list-style-type: none"> <li>● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>● Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>						



## Mathematics



The acquisition of skills and knowledge in comprehending and applying mathematical concepts is crucial in the development of young children. The development of this aspect holds great significance in shaping problem-solving and critical thinking abilities in children, which are crucial for them to comprehend the surrounding world. This aspect comprises two primary components:

**Numbers** – As part of their development, children gain comprehension of numbers and counting, and acquire the knowledge of using mathematical symbols and concepts like addition, subtraction, and multiplication. They also learn to recognize and compare shapes, sizes, and patterns.

**Space, Shape, and Measure** – Children develop their understanding of space, shape, and measure, and learn to use mathematical language and concepts to describe and compare objects and quantities. They also learn about time and money, and how to measure and estimate lengths, weights, and volumes.

Mathematics							
	Count objects, actions and sounds.  Subitise	Link the number symbol with its cardinal number value.  Continue copy and repeat repeating patterns	Select, rotate and manipulate shapes to develop spatial reasoning skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Count beyond ten  Compare numbers  Compare length, weight and capacity.	Understand one more than / one less than relationship between consecutive numbers.  Explore the composition of numbers to 10	Automatically recall number bonds for numbers 0-5 and some to 10	Automatically recall number bonds for numbers 0-5 and some to 10 and beyond.
<b>ELG</b> Children at the expected level of development will	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>						



## Literacy

This is a fundamental aspect for children to prosper in their future education and life. It encompasses two primary components;



**Reading** – Children enhance their skills to comprehend and interpret a variety of texts, including but not limited to storybooks and informational literature. They learn to recognize and read letters, words, and sentences, and to understand the meaning of what they are reading.

**Writing** – Children develop their abilities to write and express their thoughts and ideas using a range of writing tools, such as pencils, pens, and keyboards. They learn to form letters and words, and to use punctuation and sentence structure to convey meaning.

Literacy							
<b>Word Reading</b>	Understand that print has meaning.	Spot and suggest rhymes.	Blend sounds into words so that they can read short words made up of known letter- sound correspondence.	I can link sounds to letters in the alphabet	Read a few common exception words matched to Sounds Write.	Read simple phrases and sentences made up of words with known letter- sound correspondence,	Read simple phrases and sentences made up of words with known letter- sound correspondence,
	Know that we read English text from left to right and from top to bottom.	Count or clap syllables in a word. Recognise words with the same initial sound.	Read simple words.	Read some letter groups that each represent one sound and say sounds for them.	I can identify some sounds in words. Sounds write		
	Name the different parts of a book.	Orally blend sounds.	Segment and blend simple words independently.	I can identify some sounds in words. Sounds write			
	Know that pages go in a sequence.	Identify some sounds in words. Sounds write – Units 3 and 4	Identify some sounds in words. Sounds write -Units 5 and 6				
	Recognise my own name.		Read individual letters by saying the sounds for them.				
	Identify some sounds in words. Sounds write – Units 1 and 2						
<b>Comprehension</b>	Hold a book, turn the pages and indicate an understanding of the pictures and print.	Tell a story to friends.	Engage in extended conversations about stories. Learning new vocabulary	Make suggestions about what might happen next in a story.	Use vocabulary and events from stories in my play.	Re- read books to build up confidence in word reading, my fluency and my understanding and enjoyment.	Re- read books to build up confidence in word reading, my fluency and my understanding and enjoyment.
	Talk about my favourite book.	Talk about events and characters in books.	Remember key points from a story told without props or pictures.	Understand what I have read when reading simple words / captions.			





<b>Writing Handwriting:</b>	Draw lines and circles in the air, on the floor or on paper, balancing well and using whole arm body.	Sit on a chair with a straight back and feet on the floor.	Use finer tools when playing with dough.	Form recognisable letters, some of them correctly.	Write own name.  Hold pencil with a comfortable grip. E.g. tripod	Form lower case letters and capital letters correctly.	Form lower case letters and capital letters correctly.
<b>Writing – Composition:</b>	Use some of print knowledge early writing.	Use some identifiable letters to communicate meaning and use them to write captions.	Spell words by identifying the sounds and then writing the sound with letter/s	Write simple phrases.	Read back writing to check it makes sense.	Write a short sentence with a full stop and capital letter.	Write sentences that can be read by others.
<b>ELG Children at the expected level of development will:</b>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li>   <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li>   <li>• Write recognisable letters most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>						

## Understanding the World

The development of young children’s knowledge and understanding of the world, encompassing their comprehension of people, places, and the environment, is known as Understanding the World. This developmental area is imperative in allowing children to comprehend their experiences and interact competently with their surroundings. Understanding the World comprises two primary components;



**People and Communities** – They learn about the people and communities around them, including their own families, cultural backgrounds, and social norms and values. They also learn about different occupations and roles, and about the diversity of people and communities in the world.



**The World** – They develop their understanding of the physical world, including natural phenomena such as weather, plants, and animals. They also learn about the built environment, including homes, buildings, and infrastructure, and about the impact of human activity on the environment.

Understanding the world							
Weather and Seasonal Change							
Understanding of community, cultures and people through diverse books and stories.							
<b>Past and present</b>	Talk about members of their immediate family and community.  Know their own life story.	Name and describe people who are familiar to them  Comment on images of familiar situations in the past.	Know that houses and homes have changed over time.	Compare and contrast characters from stories, including figures from the past.	Know that transport has changed over time.		
<b>People Culture and Communities</b>	Talk about people who are important to them beyond family (clubs)  Know the names of different occupations.	Recognise that people have different beliefs and celebrate special times in different ways  Understand that some places are special to members of their community.	Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Know there are different countries in the world and can talk about photos or my experiences.	Know the names of different occupations.	Draw information from a simple map.		Understand the effect of changing seasons on the natural world around me.
<b>The Natural World</b>	Know how to use their senses in hands on exploration of natural materials.		Understand the effect of changing seasons on the natural world around them.  Recognise some environments that are different from the one in which they live.		Explore the natural world around them.	Know the need to respect and care for the natural environment and all living things.	Describe what they see, hear and feel whilst outside.
<b>ELG</b> Children at the expected level of development will:	<b>Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <b>People Culture and Communities</b>						



<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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## Expressive Art and Design

Expressive Arts and Design in young children refers to the means by which they develop their creativity and imagination through diverse forms of artistic expression. This developmental area is crucial in allowing children to express themselves and explore their emotions and ideas through various art forms. The development of Expressive Arts and Design comprises two primary aspects;

**Exploring and using media and materials** – Children enhance their skills to investigate and utilize various materials and resources, such as paint, clay, and digital media, to articulate their concepts and emotions.

**Being imaginative** – By participating in imaginative activities like storytelling and role-playing, as well as crafting their own art forms and designs, children nurture their creativity and imagination.

Expressive Arts and Design							
	Talk about colours and know their names.  Use and explore colour in my design Use simple tools to make things. Listen attentively, move to and talk about music, expressing feelings and responses.	Know how to create my own designs and select materials.  Know colours can be mixed to create other colours.  Watch and talk about dance and performance art, and express my feelings and responses.	Explore, use and refine a variety of artistic effects to express my ideas and feelings.	Make up a storyline in my pretend play.  Know how to use the texture of materials in my designs.  Talk about my personal preferences for design Know how to join things together.	Know how to perform and create poems, songs and stories and play instruments.  Create collaboratively, sharing ideas, resources and skills	Sing in a group or on own, increasingly matching the pitch and following the melody  Know how to use a range of tools.  Explore and engage in music making and dance, performing solo or in groups	Return to and build on previous learning, refining ideas and developing ability to represent them.
<b>ELG</b>	<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> </ul>						



Children at the expected level of development will:

- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music





	28.10.24	04.11.24	11.11.24	18.11.24	25.11.24	02.12.24		16.12.24
Theme	Assessment and Retrieval	<b>History</b> Let's Celebrate		<b>Design Technology</b> Templates and Joining - hats	<b>Geography</b> A walk in the artic			
Music					<b>Music</b> Christmas Performance			
Computing	<b>Computing</b> – Use a device safely (Signing in – and getting onto apps)							
R.E	<b>Enrichment Day</b> <b>Creation 1.2:</b> Who do Christians say made the world?	<b>F2: Why is Christmas Special for Christians?</b>						
PSHE	<b>Myself and My Relationships</b> <b>7: Anti-Bullying</b>	<b>Healthy and Safer Lifestyles 4:</b> Managing Safety and Risk						
P.E	<b>Games</b> Unit 2 Focus on using a ball <b>Dance</b> Unit 1							
Proposed trip, visit or enrichment activity								



Spring 1	Week 1 06.01.25	Week 2 13.01.25	Week 3 20.01.25	Week 4 27.01.25	Week 5 03.02.25	Week 6 10.02.25
Theme	<b>Creative 2A – Drawing and Media</b>	<b>Science Space</b>				<b>Design Technology Food</b>
Music						
Computing	<b>Computing – Taking Photos and Staying Safe</b>					
R.E	<b>F5: Which places are special and why?</b>					
PSHE	<b>Healthy and Safer Lifestyles 7: Healthy Lifestyles</b>					
P.E	<b>Dance Unit 2</b>  <b>Gymnastics Unit A Travelling</b>					
Proposed trip, visit or enrichment activity						



EYFS/Year 1							
Spring 2	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	24.02.25	03.03.25	10.03.25	17.03.25	24.03.25	31.03.25	07.04.25
Theme	Assessment and Retrieval	History All Aboard				Creative 1A – Wheels and axels	Geography Minibeast around our school
Music							
Computing							Internet Safety Day
R.E	<b>Enrichment Day</b> <b>Places of Worship Visit</b> <b>Unit 1.8:</b> What makes some places sacred to believers?	<b>Unit F3:</b> Why is Easter special to Christians?					
PSHE	<b>Healthy and Safer Lifestyles 5:</b> Digital Lifestyles	<b>Healthy and Safer Lifestyles 8:</b> Drug Education					
P.E		<b>Gymnastics</b> Unit B Stretching and Curling  <b>Dance</b> Unit 3					
Proposed trip, visit or enrichment activity							





EYFS/Year 1				
Summer 1	Week 1 28.04.25	Week 2 05.05.25 (no Monday)	Week 3 12.05.25	Week 4 19.05.25
Theme	<b>Geography</b> Minibeasts around our school			Assessment and Retrieval
Music				
Computing	Computing: Type and Safe Search			
R.E	Unit F1: Why is the word God Special to Christian?			
PSHE	<b>Healthy and Safer Lifestyles 6:</b> Relationships			<b>Economic Wellbeing 1:</b> Financial Capability
P.E	<b>Gymnastics</b> Unit C Travelling taking weight on different body parts  <b>Games</b> Unit 3 Focus on using hoops and quoits			
Proposed trip, visit or enrichment activity				



EYFS/Year 1						
Summer 2	Week 5 02.06.25	Week 6 09.06.25	Week 7 16.06.25	Week 8 23.06.25	Week 9 30.06.25	Week 10 07.07.25 (Mon/Tues only)
Theme	<b>Design Technology</b>	<b>Science</b> Minibeast				End of Term
Music						
Computing						
R.E	<b>Unit F6:</b> Which stories are special and why?					
PSHE	<b>Citizenship 3:</b> Working Together					
P.E	<b>Games</b> Unit Focus on using ropes, bats and balls  <b>Dance</b> Unit 4					
Proposed trip, visit or enrichment activity						