





*CPSWV*  
*EYFS Curriculum*



## *A little bit about us...*

*As Hygge in the Early Years Accredited settings, we aim to provide each child with an early school experience grounded in nature. Through our Hygge approach our children will feel warmly nurtured within our class family. Our curriculum outlines broad themes and learning experiences to be provided for our reception children. Our aim is that they have ample opportunity to learn at their own pace to reach their Early Learning Goals, whilst gaining a secure foundation of knowledge and skills to prepare them for their move into Key Stage One. Our Hygge ethos encompasses our broad and balanced curriculum, drawing on natural and authentic experiences, while following the children's interests and curiosities. Therefore, this curriculum is neither an exhaustive list nor exact schedule of the opportunities and learning our children will experience. Our curriculum is guidance only and decisions on when opportunities are provided, and skills taught, is ultimately determined by our ongoing assessment of children. This approach ensures children's interests and development needs are considered, enabling us to capture their enthusiasm and ensure individual progress.*



Prime Area  
Communication and Language  
Sticky Knowledge


*Listening, Attention and Understanding*

*Attend to listening games and  
respond appropriately*  
*Listen, engage and join in with  
stories*  
*Develop comprehension*  
*Extend Vocabulary*  
*Rhyme*  
*Retelling/sequencing key terms.*

*Speaking*

*Share Weekend News/Prayer Bear*  
*Circle time*  
*Show and tell*  
*Take turns*  
*Enunciate phonemes correctly*  
*Speak in full sentences using  
newly introduced vocabulary*  
*Answer how and why questions*





*Prime Area*  
*Personal, Social and Emotional Development*  
*Sticky Knowledge*



*Managing Self*


*Settling in*  
*Leaving main caregivers*  
*Behaviour expectations*  
*Toileting and dressing*  
*Overcome new challenges*  
*Emotional literacy*  
*Reflection on skills*  
*Transition into Year One*

*Self Regulation*

*Identify feelings in self and others*  
*Develop attention*  
*Control feelings*  
*Set goals*  
*Deal with new situations*  
*Have good hygiene (spreading germs)*  
*Keep fit and healthy*  
*Hand wash and eat healthily*

*Building Relationships*

*Make new friends and form relationships with adults*  
*Negotiate friendship difficulties*  
*Manage changes within friendships*



# Prime Area Physical Development

*Autumn*

*Winter*

*Spring/Summer*

## *Gross Motor*

*Real PE Personal  
Skill - Footwork  
Real PE Social  
Skill - Jumping and Landing  
Skill - One leg balance*

*Real Dance - Creative  
Real Gym - Cognitive*

*Real PE - Physical  
Skill - Reaction and Response  
Skill - Sending and Receiving  
Cricket - Chance to Shine Programme*

## *Sticky Knowledge*

*Know how to negotiate space safely and show control in movement.*

*Know how to move in time with music independently and with a partner.  
Use and control a variety of body shapes using both low and high apparatus.*

*Know how to throw and catch.  
Know how to play as a team.*

## *Fine Motor*

*Encouraged in all areas of continuous provision*

## *Sticky Knowledge*

*Know how to make meaningful marks*

*Know how to use cutlery effectively; know and use the correct tripod grip with good control and a secure posture for sitting; know how to use two-hole scissors effectively.*

*Know how to make accurate drawings and write letters that can be recognised by themselves and others.*



# Literacy

We follow Little Wandle and Letterjoin schemes.

## Comprehension

### Sticky Knowledge

Our children will show understanding and knowledge of:

Book Talk

Story Maps

Shared reading

Core text and additional texts

Rhyming words

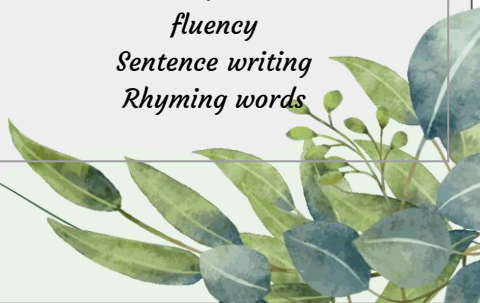
Traditional Tales

Nursery Rhymes

## Vocabulary

Phoneme, grapheme, digraph, trigraph, tricky, full stop, exclamation mark, question mark, capital letter, ellipsis, sentence, phrase, prosody, expression, mnemonic, catchphrase, syllable, rhyme, fiction, non-fiction, facts, narrative, once upon a time, happily ever after, the End...

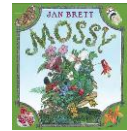
	<u>Word Reading</u> <i>We read our daily reading books consistent with our phonic knowledge.</i>	<u>Writing</u> <i>Genres - Narrative, Poetry and Nonfiction.</i>
<i>Autumn</i>	<i>Phase 2 Grapheme-Phoneme-Correspondence Segment Phase 2 cvc words and blend them to read. Read Phase 2 tricky words</i>	<i>Exploring early writing/Emergent writing Mark making Name writing Segment to write CVC words Beginning correct letter formation</i>
<i>Winter</i>	<i>Phase 3 GPCs Segment Phase 3 cvc words and blend them to read. Read Phase 3 tricky words</i>	<i>Segment to write CVC/CVCC/CCVC words Developing correct letter formation Phrase writing</i>
<i>Spring/ Summer</i>	<i>Phase 4 GPCs Segment Phase 4 cvc words and blend them to read. Read Phase 4 tricky words</i>	<i>Correct letter formation with fluency Sentence writing Rhyming words</i>



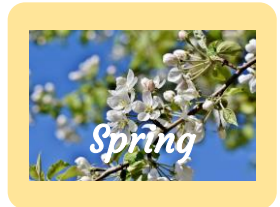
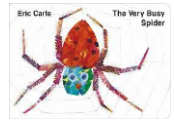
# Here are some of the books we use to help us learn...



- Owl Babies
- Leaf Man
- Stick Man
- The Very Busy Spider
- Cinderella
- Pumpkin Soup
- The Very Helpful Hedgehog
- The Badger's Bath
- How to Catch a Star
- Funnybones



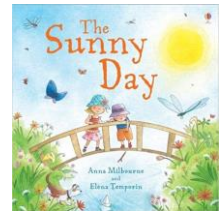
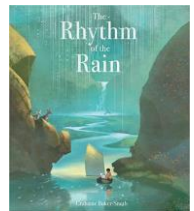
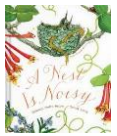
- Pick a Pine Tree
- The Mitten
- We're Going on a Bear Hunt
- The Gingerbread Man
- Can't You Sleep, Little bear?
- ABC nature
- Mountains of the World
- Little Robin Red Vest
- Mossy
- The Snow Queen
- If Rocks Could Sing



- Jack and the Beanstalk
- Flood
- Rhythm of the Rain
- Rain before Rainbows
- Rain Child
- Jasper's Beanstalk
- The Ravenous Beast?
- We are the Gardeners
- A Nest is Noisy
- The Bad Tempered Ladybird
- The Tiny Seed



- Whatever Next
- Were Going on a Lion Hunt
- The Little Red Hen
- The Rainbow Fish
- Planting A Rainbow
- The Bee Book
- Sunny Day
- I am The Storm
- The Three Billy Goats Gruff
- It Looked Like Spilt Milk
- Goldilocks and the three Dinosaurs
- Dinosaur Woods
- It's a Good Thing There Are Earthworms
- The Very Hungry Caterpillar



# Autumn

## History Focus

My Family  
Remembrance Day  
Bonfire Night  
Black History  
Month



## The natural world

Autumn animals  
Autumn nature hunt  
Harvest- fruit and  
vegetables  
Beccles/Bungay

## Daily hygge

Signs of Autumn  
Owls, apples, mushrooms,  
leaves, sticks, spiders,  
pumpkins, hedgehogs, fire,  
badgers, stars, darkness

## People, culture and communities

Black History Month  
Diwali  
Hanukkah  
Local area study

## Key vocabulary

Meaning of date, timelines (past, present and future and the use of 'happened'), decade, century, Black History Month, diversity, segregation, racism, protest, Significant Individual, Remembrance, bonfire, fireworks, November 5th, Guy Fawkes (rhyme), King James, London, government, Houses of Parliament. Gunpowder Plot, flammable.

## Sticky knowledge

- ★ Difference between old and new family members
- ★ That Black History month celebrates diversity
- ★ Firework code





# Winter

Signs of Winter  
Winter Trees, hibernation, snowflakes,  
decorations, mountains, robins, moss,  
Northern Lights, ice, mud, rocks,  
worms

People, culture and  
communities

Advent/Nativity  
Chinese New Year

Vocabulary

Map language, town, city, home,  
positional language - near, far, turn,  
left, right, sea, land, island, world,  
continents - Europe, Arctic,  
Antarctica, explorer, expedition,  
voyage

Geography Focus: Sticky Knowledge

Arctic



How to read basic features on a map  
Know we live in a town called Beccles/Bungay  
Know and identify the North & South Pole  
Know some animals that live in the North/South  
Pole - polar bear/penguin and differences  
between the two places and animals that live in  
each.  
Know that there are different  
countries/continents (land masses) and begin to  
name some continents

Antarctica





## Spring

*Hygge Signs of Spring  
Rain, spring flowers,  
nests, beetles, beans,  
caterpillars, seeds, The  
moon, tadpoles, baby  
animals, rainbows, the  
sea.*

### Expressive Arts and Design

*Design bird feeders from  
recycled materials*

*Spring  
Pastel  
Picture  
s*



### Key Vocabulary

*Weather, sunny, cloudy, rainy, snowy, hot,  
cold, warm, temperature, desert, rivers,  
directions, compass points, Norfolk, Suffolk,  
Waveney Valley, landmarks, capital city ...*

### Expressive Arts

*Singing – Spring  
is here, including  
performance.*

*Music and  
movement -  
action songs,  
finding the beat,  
exploring tempo  
and exploring  
tempo and pitch  
through dance,  
Music movement  
and performance,  
Traditional  
Nursery Rhymes*

### People, Culture and Communities

#### Dates for our Diary

*Chinese New Year  
World Book Day  
International Women's Day  
Vaisakhi  
Mother's Day*



*Past and  
Present  
Exploring  
changings in the local  
area  
through  
time.*

### The Natural World Geography Focus Islands New Life



#### Sticky Knowledge

- *Know the different areas of our school grounds*
- *Know that London is the capital of England (links with History)*
- *England is in the United Kingdom.*
- *United Kingdom is made up of England, Scotland, Wales and Northern Ireland.*

# Summer

## The Natural World

Science Focus

Lifecycles

Growing plants

Minibeasts



## EAD

Woodwork – Bug  
Hotels

Printing – fruit  
and vegetables

Clay – Life cycles

## Hygge Signs of Summer

*Bees, Herbs, Sunshine and shadows, the wind,  
summer flowers, storms, grasses, streams,  
clouds, fossils, meadows, the beach.*

## Vocabulary

*Object, material,  
properties, animal  
names, carnivore,  
herbivore, omnivore,  
seasons, environment,  
light and dark, day and  
night, parts of a plant,  
life cycle of a butterfly,  
habitat, human, survival,  
hygiene, melting,  
freezing, solids, liquids,  
modern, antique, digital,  
technology*

## Past and Present

Summer Holidays

Now and then toys



## People Places and Community

Contrasting area study

Dates for our Diary

Father's Day

Multi Faith Fortnight

World Music Day

Eid

Vesak



## Expressive Arts

*Musical stories -moving to music, using instruments to  
represent characters, storytelling with actions, using  
instruments to represent actions, musical story composition,  
musical story performance*

*Big Band - What makes an instrument, introduction to  
orchestra, follow the beat, tuned and untuned instruments, Big  
Band performance*

## Sticky Knowledge

- *The difference between natural and man made*
- *Compare different habitats*
- *Know how to test*
- *Know how to record*
- *Know how to keep their bodies clean, safe and healthy.*
- *Understand states of matter*
- *Understand floating and sinking*
- *Know the reasons behind choice of material through exploring their properties*
- *Heat and temperature - to know the difference between hot and cold.*
- *Know that 0 degrees C is freezing*
- *Know basic body parts*
- *Know the five senses*
- *Know how to record over time - eg life cycle of a butterfly (diary, observing changes)*
- *Baby animal names*
- *What plants need to grow and survive.*
- *Know ways to look after our environment*
- *Know that what I play with is different to what my parents and grandparents played with*