



TATSFIELD PRIMARY SCHOOL
Early Years Curriculum 2024-2025

Areas of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All	Visits/ Visitors/Events	Harvest Festival Fire brigade Visit Lollipop Lady Parish Magazine	Anti-Bullying week Remembrance Day Travelling Book Fair Christmas Nativity Pantomime Perform Group Intra-house Sports Road Awareness Week Fireworks Night Christmas Jumper Day	School Council Table top Sale Safer Internet Day Fairtrade fortnight Sign 2 Sing	Healthy Living Week World Book Day Mother's Day Intra-house Sports	School Trip – Gatton Park Walk to school Enrichment Week Class Assembly	Theatre Exchange – Fairy tales Father's Day Sports Day
All	Possible Themes/Interests/Lines of Enquiry	Ourselves All about me My Family Likes and Dislikes Where we live Senses People who help us	Celebrations Guy Fawkes Bonfire Night Remembrance day Children in Need Road Awareness Week St Andrews' Day All about Christmas Christmas Around the World	Food and Growing The Gingerbread Man Goldilocks and the Three Bears The Lighthouse Keeper's Lunch The Little Red Hen The Very Hungry Caterpillar Mr Wolf's Pancakes	Food and Growing Food Alphabet (Information book) What's Cooking (Information book) The Tiger who came to Tea My Mum 'The tiny seed'- Eric Carle The Enormous Turnip The lamb who came for dinner Easter.	Animals Pets Farm Animals British Wildlife Jungle/ Wild Animals Mini-beasts Pond Animals Sea animals	Fairy tales Introduction to Fairy Tales Little Red Riding Hood Jack and the Beanstalk The Gingerbread Man The Little Red Hen The Three Billy Goats Gruff Snow White
Communication and Language	Listening and Attention, Speaking and Understanding	Understand how to listen carefully and why listening is important. 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.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Describe events in some detail	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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.
		Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs. Engage in story times.					

Literacy	Comprehension, Word Reading, Writing	Read individual letters by saying the sounds for them. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write recognisable letters, most of which are correctly formed. Read words consistent with their phonic knowledge by sound-blending	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
	All of the development matters statements above are ongoing throughout the year and are always developed and practised.						
	Phonics Phonics Bug	Phase 1	Phase 2	Phase 3	Phase 3 Revision and consolidation	Phase 4 Vowels CVCC words 2 syllables Adjacent consonants	Phase 4 Key words – reading & writing, blending & segmenting, letter names, capital letters, reading & writing sentences.
Mathematics	Number, Numerical Patterns	White Rose Maths: - Match, sort and compare - Talk about measure and patterns	White Rose Maths: - It's me 1,2,3 - Circles & triangles - 1,2,3,4,5 - Shapes with 4 sides	White Rose Maths: - Alive in 5 - Mass & capacity - Growing 6,7,8	White Rose Maths: - Length, height and time - Building 9 and 10 - Explore 3D shapes	White Rose Maths: - To 20 and beyond - How many now? - Manipulate, compose and decompose	White Rose Maths: - Sharing and grouping - Visualise, build and map - Making connections
Understanding the World	SCIENCE	Seasons Look closely at similarities, differences, patterns and change Senses Likes and dislikes - sorting OUTDOOR LEARNING MIND UP	Caroline Hershel – famous astronomer. Edmond Halley - Comets! OUTDOOR LEARNING	“Goldilocks and the three bears” Investigating soft and hard objects. Lifecycle of a butterfly OUTDOOR LEARNING	When will it be spring? The Tiny Seed-what plants need to grow Grow vegetables Forces – push and pull Healthy and unhealthy food OUTDOOR LEARNING	Animals Life Cycle of a Frog Mini-beasts and their Microhabitats OUTDOOR LEARNING POND STUDY	Bean Plant life Cycle Wolves and their habitat
	HISTORY	Where we live and the world around us.	St Andrews Day – Celidah Christmas Traditions around the World	“Lighthouses” What they are for? Why are they so important? What do they look like?			Castles – Hever castle/ Leeds castle

	GEOGRAPHY	Tatsfield – Google maps Our route to school Where I live Tatsfield village OUTDOOR LEARNING		“The Three Bears” Where the bears live, what they look like, what they eat.		Wild animals – Where they live	Bridges – 15 most famous bridges and where they are in the world.
	RE	Surrey Agreed Syllabus Who am I and where do I belong?	Surrey Agreed Syllabus Why do we have celebrations?	Surrey Agreed Syllabus Why are stories special?	Surrey Agreed Syllabus What makes something special?	Surrey Agreed Syllabus What makes our world wonderful?	Surrey Agreed Syllabus What makes a place special?
	COMPUTING	Barefoot computing; Busy Bodies	Barefoot computing; Awesome Autumn	Barefoot computing; boats ahoy	Barefoot computing; Springtime	Barefoot computing; Super Space	Barefoot computing; Summer fun
Personal, Social and Emotional Development	PSED (PSHE)	Me and My Relationships – SCARF Mind Up: Unit 1: Getting Focussed MIND UP	Valuing Difference- SCARF Say no to Bullying MIND UP	Keeping Myself Safe - SCARF E-safety Fairtrade Awareness MIND UP	Rights and Responsibilities - SCARF Healthy Living Week MIND UP	Being my best – SCARF Walk to School week MIND UP	Growing and Changing – SCARF Transition to Year 1 MIND UP
	Self-Regulation, Managing Self, Building Relationships	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian <p>Show resilience and perseverance in the face of challenge. Manage their own needs:</p> <ul style="list-style-type: none"> • personal hygiene 					

Physical Development	Games	Val Sabin Unit 1 "Focus on using Beanbags"	Val Sabin Unit 2 "Focus on using a Ball"	Val Sabin Unit 3 "Focus on using hoops and Quoits"	Val Sabin Unit 4 "Focus on using Ropes, Bats and Balls"	Forest School Outdoor Adventurous Activities	Athletics LCP Unit 17
	Dance		Dance Val Sabin Unit 2 "Icicles and water"		Dance Val Sabin Unit 4 "The hungry caterpillar"		Dance Val Sabin Unit 1 "Stars" & "The planets"
	Gym	Gym Val Sabin "Introductory Unit"		Gym Val Sabin Unit A "Travelling"		Gym Val Sabin Unit B "Stretching and curling"	
	Fine Motor	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
Expressive Arts and Design	DT	Fruit tasting Making a feely board	Children in need – Get Baking. Collage Teddy Bears/Snowmen Christmas Cards and decorations	Design and Make a sandwich Little Red Hen – making bread The Gingerbread man –making gingerbread men Make a chair for baby bear	Mother's Day – pop up cards Making Vegetable soup	"The very ugly bug" Making pebble bugs	Create a board game Collage castles
	ART	Painting – Self Portraits "Monsters love Colours" Choose particular colours to use for a purpose. Collage of natural finds Painting our family Explores how colours can be changed.	Chalk Firework Pictures Sponge painting - Poppies OUTDOOR LEARNING	Collage Gingerbread man Gingerbread man Finger puppets Printing Butterflies	Easter – Split Pin Easter chicks Pop Art	"The snail and the Whale" Making clay snails "Fidgety Fish" sponge painting Camouflage art OUTDOOR LEARNING	Castle – crowns and shields The Three billy goats gruff character masks Jack and the beanstalk story boards Finger puppets
	MUSIC	Charanga 'Me'	Charanga 'My Stories'	Charanga 'Everyone'	Charanga 'Our World'	Charanga 'Big Bear Funk'	Charanga 'Reflect, rewind and replay'