

# **Greenlands Community Primary School**

## **Early Years Foundation Stage**

### **Long term curriculum overview**

**2025-2026**



**Intent:** At Greenlands Community Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. This ambitious Early Years curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

**Implementation:** At Greenlands Community Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through themes, initiated by an 'I wonder..' question, which are enriched with classroom enhancements, trips and visitors. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning. These are chosen carefully to encourage children's speech, language and communication development. We also try to select books which challenge particular stereotypes. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted depending on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive information through their learning log weekly to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are continually assessed to determine whether they are on track or not on track in relation to age related expectations. At the end of the year, the children are assessed in relation to their progress towards the 17 Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.



## EYFS Long Term Curriculum Overview

2024 – 2025

*This is the long term overview for EYFS, however here at Greenlands Community Primary School we are flexible and also follow the children's interests and fascinations.*

### General Themes, High Quality Texts and Enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder what is special?	I wonder what I can celebrate?	I wonder what it is like there?	I wonder what changes?	I wonder what is all around?	I wonder how we get there?
Possible Themes These may change to reflect and follow the children's interests	When choosing the text for each half term the following criteria were taken into consideration - Type of text (from familiar to imaginative), complexity of text, text layout for example speech bubbles, vocabulary and phonics phase including tricky words.					
	Starting school/ new beginnings. Rules and routines. All about me. Families & homes. Feelings and emotions. Cultural diversity Seasonal changes- Autumn Harvest and Farm	Celebrations Birthdays People Who help us Bonfire Night Halloween Anti Bullying week Remembrance Day Diwali Hanukkah Advent Christmas	Seasonal changes- winter Valentine's Day Chinese New Year Comparing places. Where I live/ Polar regions Desert Recycling, looking after the world.	Pancake Day. Seasonal changes- Spring Growing and changing (Non fiction) Now and then (non fiction) Human body, senses. Keeping fit and healthy. Mothers Day Easter Life cycles- chicks Online Safety	Seasonal changes- Spring, spring animals Plants and flowers/ growing Recycling, looking after the world. Animals and Mini beasts	Seasonal changes- Spring to Summer Fairy Tales Traditional Tales Fathers Day Holidays/ Transport Transition into Year 1

<b>High Quality Texts</b> Literacy	Funnybones By Janet & Allan Ahlberg	Room on the Broom By Julia Donaldson	Arctic (Non-Fiction)	The little Yellow Chicken By Joy Cowley	Spring (non fiction)	Goldilocks and the three bears By Robert Southley
	Owl Babies By Martin Waddell	The best Diwali ever By Shah Sonali	Antarctic (Non-Fiction)	The little Red Hen	Spring animals/ changes (non fiction)	The Three Billy Goats Gruff By Paul Galdone
	Autumn (non fiction)	Stick Man By Julia Donaldson	Penguin's (Non-Fiction)	Mr Wolf's Pancakes Jan Fearnley		
	Harvest (non-fiction)	Christmas Story Jolly Postman By Allan Ahlberg	Penguin Small By Mick Inkpen	The Easter Story	The Whale who ate plastic By Stephanie O'Connor	The Three little pigs By Josphe Jacobs
	Little Red Hen By Mary Dodge	Jolly Christmas postman By Allan Ahlberg	Time to move south for Winter By Clare Helen Welsh	Healthy Weeks (Fiction and Non-fiction)	Saving Tally By Serena Ferrari	The Gingerbread Man By Jim Aylesworth
	Diwali	Remembrance day	Chinese New Year Winter (Non-Fiction)		The journey of a plastic bottle By Charis Mather	The Jack and The Beanstalk By Joseph Jacobs
			Valentines day (Non-Fiction)		Somebody Swallowed Stanley By Sarah Roberts	The enormous turnip By Aleksey Tolstoy

<b>Linked Texts C&amp;L</b>	<p>Don't Hog the Hedge. The leaf thief. The bear snores on. The colour monster. The colour monster starts school. Peace at last. Pumpkin Soup.. Farmer Duck. Guess how much I love you Burglar Bill</p> <p>Non fiction: Seasons My body My senses My family</p>	<p>The Wonky Donkey The Christmas Story Meg and Mog</p> <p>Non-Fiction: Post Office Firework Rap/ Poems Diwali</p>	<p>Hiku Williams Winter Wish Winter Sleep Jack Frost We're going on a bear hunt.</p> <p>Non fiction: Chinese new year</p>	<p>Handa's Hen Handa's Surprise Run away Pea Supertato Oliver's fruit Oliver's vegetables When will it be Spring?</p> <p>Egg to Chicken Life cycle of a Chicken Who's in the egg? The very Hungry Caterpillar Superworm Keeping Healthy (non-fiction)</p>	<p>There was an old woman who swallowed a fly</p> <p>Mad About Minibeasts</p> <p>Jasper's Beanstalk</p> <p>Jim's Beanstalk</p> <p>The tiny seed</p> <p>Superworm</p> <p>Squash and a Squeeze</p>	<p>The man on the Moon, Aliens love underpants, Here come the Aliens, Giraffes can't dance, The fish who could wish, The rainbow fish, Commotion in the Ocean, Dear Zoo, Whatever Next , Monkey Puzzle,</p> <p>Suddenly, Hansel and Gretel, The ugly duckling</p> <p>Non-fiction -</p>
<b>Linked Nursery Rhymes C&amp;L</b>	<p>Dingle Dangle Scarecrow, Incy wincy spider, Old McDonald had a farm, Cauliflowers fluffy, Head shoulders knees and toes, If you're happy and you know it,</p>	<p>Firework Rap, Remember Remember the 5<sup>th</sup> November, 12 Days of Christmas, Here we go round the Christmas Tree</p>	<p>Mix a pancake, Sign a song of Sixpence, 5 little pancake,</p>	<p>Tiny Caterpillar Rain Rain go away, Sleeping Bunnies, 5 Currant Buns Spring Chicken</p>	<p>There's a worm at the bottom of the garden, The Ants go marching, Little Miss Muffet</p>	<p>A sailor went to See See See, Row Row Row your boat, Were all going on a summer holiday,</p>

	Autumn leaves are falling down,					
<b>Enrichment – WOW Moments</b>	Post Office Walk Exploring the school grounds. Come to school Phonic/ reading session for parents Make Pumpkin Soup	Pantomime Local Walk Church visit Come to school session for parents and carers Visits from People who help us	Walk to local area- compare places and regions. Come to school session for parents and carers Chinese New Year Celebration	Chicks Caterpillars/ Butterflies lifecycles Come to school session for parents and carers	Planting Seeds Minibeast hunt Come to school session for parents and carers	School Trip Come to school session for parents and carers Sports Day
<b>Vocabulary</b> WOW Words	respect, unique, emotions, senses, hibernate, migrate, Diwali, celebrate, festival, skeleton, Harvest, nocturnal, Binocular Vision, Nestling	celebrate, parade, gift, feast, decorate, festive, memorial, war, remembrance, ceremony, bones, skull, skeleton, tradition	conflict, freezing, seasons, ancient, environment, polar, arctic, desert, tropical, snow, winter, continent, prey, glacier	Life cycle, growth, healthy, unhealthy, diet, delicious, develop, exercise, environment, hatchling, ingredients, instructions, rooster, coop, incubator	insect, nocturnal, traditional, coronation, Reduce, Reuse, Recycle, pollution, Environment	Abutment, Suspension, Arch, Bridge, Structure. Travel, Competitive, Ocean, departure, transportation
<b>Phonics</b> Red Rose	<b>Phase 2 GPCs</b>  Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	<b>Phase 2 GPCs</b>  ck e u r h b f f l l s s Consolidate Phase 2  <b>HFW: I to go no into</b>	<b>Phase 3 GPCs</b>  j v w x y z/zz qu ch sh th/th ng Consolidate as required  <b>HFW: he she we be me was my you they</b>	<b>Phase 3 GPCs</b>  ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	<b>Phase 3 and 4 GPCs</b>  ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 <u>Phase 4:</u> CVCC & CCV	<b>Phase 4</b>  CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants  <b>HFW: Consolidate said so have like some come were</b>

				HFW: her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	HFW: come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	there little do one when out what Teach it's
Maths Red Rose	<b>Unit 1:</b> Number 1 <b>Unit 2:</b> Number 2 <b>Unit 3:</b> Number 3 <b>Unit 4:</b> Number 4 <b>Unit 5:</b> Number 5	<b>Unit 6:</b> Number 6 <b>Unit 7:</b> Number 7 <b>Unit 8:</b> Number 8 <b>Unit 9:</b> Number 9 <b>Unit 10:</b> Number 10 <b>Unit 11:</b> Number 11	<b>Unit 12:</b> Number 12 <b>Unit 13:</b> Addition and Subtraction <b>Unit 14:</b> Comparing Measures <b>Unit 15:</b> Sorting and Pattern <b>Unit 16:</b> Shape	<b>Unit 17:</b> Addition and Subtraction <b>Unit 18:</b> Multiplication and Division <b>Unit 19:</b> Space <b>Unit 20:</b> Time <b>Unit 21:</b> Counting , comparing and ordering <b>Unit 22:</b> Numbers to 20	<b>Unit 23:</b> Measures (Length Mass and Capacity) <b>Unit 24:</b> Money <b>Unit 25:</b> Shape, sorting and numerical pattern <b>Unit 26:</b> Multiplication and Division	<b>Unit 27:</b> Space <b>Unit 28:</b> Time <b>Unit 29:</b> Addition and Subtraction <b>Unit 30:</b> Number to 20
PSHE	<b>Me and my relationships</b>  My family My key worker Developing new friendships at school	<b>Valuing Differences</b>  Living in the wider world Celebrations in my home, in my community and in the wider world	<b>Rights and Respect</b>  Friendship between characters in stories How actions can affect others based on key text	<b>Growing and Changing</b>  Living in the wider world Caring for living things in their environment and in the wider world	<b>Being my Best</b>  Health and well-being Being safe Online safety Friendships based on key text	<b>Keeping Safe</b>  Health and well-being Sustained concentration Aware of their likes and dislikes/ achievements and targets Prepare for Year 1
British Values	<b>Respect-</b> We value respect by showing good behaviour and polite manners <b>Responsibility-</b> We value our responsibility within our community	<b>Kindness-</b> We value kindness as it helps to build friendships <b>Diversity-</b> We value diversity by respecting everyone's differences	<b>Loyalty-</b> We value loyalty because it means we can trust and depend on each other <b>Team work-</b> We value team work as together we learn	<b>Honesty-</b> We value honesty by always telling the truth and taking responsibility for our actions <b>Forgiveness-</b> We value forgiveness as it shows strength of character	<b>Effort-</b> We value effort as it shows our determination to succeed <b>Determination-</b> We value determination so we can tackle difficulties in school and in life	<b>Courage-</b> We value courage as taking risks helps us to become confident people Rights and Respect
PE	<b>Fundamental skills</b> Move freely and with confidence in a range of ways (running, stopping, hopping, jumping)	<b>Transport</b> Run skilfully and negotiate space successfully	<b>Super worm</b> Move freely and with confidence in a range of ways (running, stopping, hopping, jumping)	<b>Mini beasts</b> Run skilfully and negotiate space successfully	<b>Hungry Caterpillar</b> Run skilfully and negotiate space successfully Experiment with different ways of moving	<b>Jack and the Beanstalk</b> Negotiate space successfully when playing racing / chasing games

	Navigate space successfully and adjust speed / direction Develop object control (pushing, patting, throwing, catching) Catch a large ball	Understand need for a varied healthy diet Develop object control (pushing, throwing) Stand momentarily on one foot when shown	Navigate space successfully and adjust speed / direction Stand momentarily on one foot when shown	Experiment with different ways of moving Develop object control (pushing, patting, throwing, catching)	Develop object control (pushing, patting, throwing, catching)	Move freely and with confidence in a range of ways (running, stopping, hopping, jumping)
Understanding the World						
Science (UTW)	<b>My Body</b> Simple body parts Healthy eating Our senses Seasons- Autumn	<b>Light and Dark</b> Humans Seasons- Winter Water freezing Temperature change Exploring light and dark (linked to night and day)	<b>Animals (Excluding humans)</b> Life cycles Exploring Animals Habitats Compare locations Where in the world animals live	<b>Healthy Eating</b> Healthy foods Healthy lifestyles Link between planting and food growing Seasons- Spring	<b>Plants</b> Name common plants Plant seeds and observe changes that occur Show care for living things Seasons- Summer	<b>Materials</b> Materials Simple properties Waterproof materials Explore in nature
Geography (UTW)	<b>Maps</b>  <b>How do we use maps?</b>  School environment Where they live Journey to school Autumn – Seasonal Changes Names of different countries where celebrations take place Discuss and compare different environments		<b>Around the World</b>  <b>How are places around the world different to where I live?</b>  Hot and cold countries Winter walk- seasonal changes Difference between Autumn and Winter Explore outdoors		<b>Outdoor Adventures</b>  <b>How does the outdoor environment change?</b>  Summer- seasonal changes Weather Changes in the environment and reasons for changes	
History (UTW)	<b>Leadership</b>  People who help us Black History Month		<b>Peek into the Past</b>		<b>Adventures through time</b>  What were Holiday's like for my great grandparents?	
RE	<b>Special Times:</b> How and why do we celebrate? What times are special to different people and why?		<b>Special Stories:</b> Why are some stories special? What special messages can we learn from stories?		<b>Special Places:</b> What is special about our world?	



(UTW)			
<b>Expressive Arts and Design</b>			
DT	<b>Pumpkin Soup</b>	<b>Bookmarks</b>	<b>Bridges</b>
Art	<b>Making Marks</b>	<b>Craft and Design Lets get Crafty</b>	<b>What can we see or How can we use our bodies to make Art</b>
Music	<b>Me</b> Nursery rhymes and action songs	<b>My Stories</b> Nursery rhymes and action songs	<b>Everyone</b> Nursery rhymes and action songs
		<b>Our World</b> Nursery rhymes and action songs	<b>Big Bear Funk</b> Nursery rhymes and action songs
Computing	Children learn about how to keep safe online. Online safety is also taught through PSHE in Reception. Children access technology in provision and class during lessons and through continuous provision.		
			<b>Reflect, Rewind and Replay</b> Consolidate learning from throughout the year

