

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 <small>These may change to reflect and follow the children's interests</small>	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.	Celebrations Birthdays	Seasonal changes- winter	Pancake Day. Seasonal changes- Spring	Seasonal changes- Spring, spring animals	Seasonal changes- Spring to Summer
	Rules and routines.	People Who help us	Valentine's Day	Seasonal changes- Spring	Plants and flowers/ growing	Fairy Tales
	All about me.	Bonfire Night	Chinese New Year	Growing and changing (Non fiction)	Recycling, looking after the world.	Traditional Tales
	Families & homes.	Halloween	Comparing places. Where I live/ Polar regions	Now and then (non fiction)	Recycling, looking after the world.	Fathers Day
	Feelings and emotions.	Anti Bullying week	Desert	Human body, senses.	Animals and Mini beasts	Holidays/ Transport
	Cultural diversity	Remembrance Day	Recycling, looking after the world.	Keeping fit and healthy.		Transition into Year 1
	Seasonal changes- Autumn	Diwali		Mothers Day		
	Harvest and	Hanukkah		Easter		
	Farm	Advent		Life cycles- chicks		
		Christmas		Online Safety		

High Quality Texts Literacy	Funnybones By Janet & Allan Ahlberg	Room on the Broom By Julia Donaldson	Arctic (Non- Fiction) Antarctic (Non- Fiction) Penguin's (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	Penguin Small By Mick Inkpen	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 Small By Mick Inkpen	Mr Wolf's Pancakes Jan Fearnley		The Three little pigs By Jospeh Jacobs
	Harvest (non- fiction)	Christmas Story Jolly Postman By Allan Ahlberg	Time to move south for Winter By Clare Helen Welsh	The Easter Story	The Whale who ate plastic By Stephanie O'Connor	The Gingerbread Man By Jim Aylesworth
	Little Red Hen By Mary Dodge	Jolly Christmas postman By Allan Ahlberg	Chinese New Year Winter (Non- Fiction)	Healthy Weeks (Fiction and Non-fiction)	Saving Tally By Serena Ferrari	The Jack and The Beanstalk By Joseph Jacobs
	Diwali	Remembrance day	Valentines day (Non- Fiction)		The journey of a plastic bottle By Charis Mather	The enormous turnip By Aleksey Tolstoy
					Somebody Swallowed Stanley By Sarah Roberts	

Linked Texts C&L	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 Non fiction: Seasons My body My senses My family	The Wonky Donkey The Christmas Story Meg and Mog Non-Fiction: Post Office Firework Rap/ Poems Diwali	Hiku Williams Winter Wish Sleep Jack Frost We're going on a bear hunt. Non fiction: Chinese new year	Handa's Hen Handa's Surprise Run away Pea Supertato Oliver's fruit Oliver's vegetables When will it be Spring? Egg to Chicken Life cycle of a Chicken Who's in the egg? The very Hungry Caterpillar Superworm Keeping Healthy (non-fiction)	There was an old woman who swallowed a fly Mad About Minibeasts Jasper's Beanstalk Jim's Beanstalk The tiny seed Superworm Squash and a Squeeze	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, Suddenly, Hansel and Gretel, The ugly duckling Non-fiction -
Linked Nursery Rhymes C&L	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,	Firework Rap, Remember Remember the 5 th November, 12 Days of Christmas, Here we go round the Christmas Tree	Mix a pancake, Sign a song of Sixpence, 5 little pancake,	Tiny Caterpillar Rain Rain go away, Sleeping Bunnies, 5 Currant Buns Spring Chicken	There's a worm at the bottom of the garden, The Ants go marching, Little Miss Muffet	A sailor went to See See See, Row Row Row your boat, Were all going on a summer holiday,

	Autumn leaves are falling down,					
Enrichment – WOW Moments	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
Vocabulary 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
Phonics Red Rose	Phase 2 GPCs Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/ HFW: I to go no into	Phase 2 GPCs ck e u r h b f ff l ll ss Consolidate Phase 2 HFW: I to go no into	Phase 3 GPCs j v w x y z/zz qu ch sh th/th ng Consolidate as required HFW: he she we be me was my you they	Phase 3 GPCs ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	Phase 3 and 4 GPCs ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4: CVCC & CCV	Phase 4 CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants HFW: Consolidate said so have like some come were

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

	<p>Navigate space successfully and adjust speed / direction</p> <p>Develop object control (pushing, patting, throwing, catching)</p> <p>Catch a large ball</p>	<p>Understand need for a varied healthy diet</p> <p>Develop object control (pushing, throwing)</p> <p>Stand momentarily on one foot when shown</p>	<p>Navigate space successfully and adjust speed / direction</p> <p>Stand momentarily on one foot when shown</p>	<p>Experiment with different ways of moving</p> <p>Develop object control (pushing, patting, throwing, catching)</p>	<p>Develop object control (pushing, patting, throwing, catching)</p>	<p>Move freely and with confidence in a range of ways (running, stopping, hopping, jumping)</p>
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Understanding the World

Science (UTW)	<p>My Body Simple body parts Healthy eating Our senses Seasons- Autumn</p>	<p>Light and Dark Humans Seasons- Winter Water freezing Temperature change Exploring light and dark (linked to night and day)</p>	<p>Animals (Excluding humans) Life cycles Exploring Animals Habitats Compare locations Where in the world animals live</p>	<p>Healthy Eating Healthy foods Healthy lifestyles Link between planting and food growing Seasons- Spring</p>	<p>Plants Name common plants Plant seeds and observe changes that occur Show care for living things Seasons- Summer</p>	<p>Materials Materials Simple properties Waterproof materials Explore in nature</p>
Geography (UTW)	<p>Maps How do we use maps? School environment Where they live Journey to school Autumn – Seasonal Changes Names of different countries where celebrations take place Discuss and compare different environments</p>	<p>Around the World How are places around the world different to where I live? Hot and cold countries Winter walk- seasonal changes Difference between Autumn and Winter Explore outdoors</p>		<p>Outdoor Adventures How does the outdoor environment change? Summer- seasonal changes Weather Changes in the environment and reasons for changes</p>		
History (UTW)	<p>Leadership People who help us Black History Month</p>		<p>Peek into the Past</p>		<p>Adventures through time What were Holiday's like for my great grandparents?</p>	
RE	<p>Special Times: How and why do we celebrate? What times are special to different people and why?</p>		<p>Special Stories: Why are some stories special? What special messages can we learn from stories?</p>		<p>Special Places: What is special about our world?</p>	

(UTW)						
Expressive Arts and Design						
DT	Pumpkin Soup	Bookmarks	Bridges			
Art	Making Marks	Craft and Design Lets get Crafty	What can we see or How can we use our bodies to make Art			
Music	Me Nursery rhymes and action songs	My Stories Nursery rhymes and action songs	Everyone Nursery rhymes and action songs	Our World Nursery rhymes and action songs	Big Bear Funk Nursery rhymes and action songs	Reflect, Rewind and Replay Consolidate learning from throughout the year
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.					

