

# King Edwin Primary School Curriculum Content

## Respect, Happiness, Growth

<b>Focus Text:</b> Colour Monster	<b>Dates:</b> 08.09.25 - 26.09.25	<b>Key events:</b> 16.09 - EYFS Meet the Teacher Event
<b>PSED:</b> During this period children will: <ul style="list-style-type: none"> <li>• Begin to choose their own activities to complete in class.</li> <li>• Talk about their feelings using the words happy, sad and angry</li> <li>• Enter Nursery, leaving their main carer calmly</li> </ul> Tasks and activities to support these include: <ul style="list-style-type: none"> <li>• Daily discussion of tasks available in class</li> <li>• Happy, sad and angry sorting activities</li> <li>• Daily friendship circles focusing on emotions, new friends, school rules, friendship and being kind.</li> <li>• Turn taking games such as pairs</li> </ul>	<b>CLL:</b> During this period children will: <ul style="list-style-type: none"> <li>• Begin to follow simple instructions such as 'carpet time' or 'tidy up time'</li> <li>• Use a range of appropriate vocabulary linked to the topic such as happy or sad</li> <li>• Talk in simple sentences when sharing information with an adult</li> <li>• Be able to focus their attention on one task for a short period of time.</li> </ul> Tasks and activities to support these include: <ul style="list-style-type: none"> <li>• Vocabulary flowers shared and discussed with children</li> <li>• Adults to model rephrase simple sentences</li> <li>• Daily whole class input sessions</li> <li>• Daily friendship circles</li> </ul>	<b>Physical:</b> During this period children will: <ul style="list-style-type: none"> <li>• Demonstrate an ability to walk and run safely</li> <li>• Turn the pages of a book correctly</li> <li>• Put their coat on independently</li> <li>• Demonstrate that they can eat independently and use a knife and for appropriately</li> <li>• Kick a large ball</li> </ul> Tasks and activities to support these include: <ul style="list-style-type: none"> <li>• Reading corner adult led time</li> <li>• Monitoring and demonstration during lunch and snack time</li> <li>• PE sessions outdoors</li> </ul>
<b>Literacy:</b> During this period children will: <ul style="list-style-type: none"> <li>• Begin to identify some favourite stories, songs and rhymes</li> <li>• Answer simple recall questions about stories they have read</li> </ul>	<b>Maths:</b> During this period children will: <ul style="list-style-type: none"> <li>• Recite some number names in sequence</li> <li>• Make comparisons between two quantities</li> </ul>	

<ul style="list-style-type: none"><li>● Begin to distinguish between the different marks they make.</li></ul> <p>Tasks and activities to support these include:</p> <ul style="list-style-type: none"><li>● Daily mark making / fine motor control activities</li><li>● Mark making assessment</li><li>● Focused daily story time</li><li>● Adult modelling in the book corner</li></ul>	<ul style="list-style-type: none"><li>● Notice simple shapes and patterns in pictures</li><li>● Categorise objects according to shape, size or pattern</li><li>● Use the language of size</li></ul> <p>Tasks and activities to support these include:</p> <ul style="list-style-type: none"><li>● Daily number songs and rhymes</li><li>● Daily counting - number of children in class, number of lunch boxes</li><li>● WRM - Comparison unit 1, Pattern unit 1</li></ul>	
<p><b>KUW:</b> During this period children will:</p> <ul style="list-style-type: none"><li>● Begin to have a sense of their own immediate family and relations</li><li>● Imitate everyday actions and events from their own family</li><li>● Have their own friends</li><li>● Enjoy playing with small world models.</li></ul> <p>Tasks and activities to support these include:</p> <ul style="list-style-type: none"><li>● Explore the home corner role play area</li><li>● Creating pictures of their own family</li><li>● Tapestry observation discussion and reflection</li><li>● Small world resources - farm, garage, dolls house.</li></ul>	<p><b>EAD:</b> During this period children will:</p> <ul style="list-style-type: none"><li>● Begin to join in when singing favourite songs</li><li>● Begin to explore colour mixing</li><li>● Use representation to communicate</li></ul> <p>Tasks and activities to support these include:</p> <ul style="list-style-type: none"><li>● Colour mixing indoors and out</li><li>● Self portrait pictures</li><li>● Daily singing and rhyme time</li></ul>	<p><b>Stories, Songs and Supporting texts:</b></p> <ul style="list-style-type: none"><li>● The Colour Monster goes to school</li><li>● The very hungry caterpillar</li><li>● Goat goes to play group</li><li>● The Gruffalo</li><li>● </li><li>● Incy wincy spider</li><li>● Heads, shoulders, knees and toes</li></ul>
<p><b>Key Learning:</b></p> <ul style="list-style-type: none"><li>● Everyone has their own feelings.</li></ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>● Feelings</li></ul>

- Anyone can be happy, sad or angry.
- It is important to know what makes us feel happy or sad.
- It is important to share and take turns with our friends in school.
- It is important to be kind to our friends in school.

- Emotions
- Happy
- To be kind
- Friends