

King Edwin Primary School Curriculum Content

Respect, Happiness, Growth

Focus Text: This is Our House	Dates: 08.09.25 - 19.09.25	Key events: 16.09 - EYFS Meet the Teacher Event
PSED: During this period children will: • Begin to independently select and use activities and resources available in the classroom • Begin to build relationships with peers and new adults, demonstrating friendly behaviours • Begin to show an awareness of their own feelings, naming emotions such as happy and sad. • Begin to discuss how their actions may hurt others. Tasks and activities to support these include: • Daily friendship circles discussing class rules and routines, names and favourite things of our new friends, timetable pictures and their meanings zones of regulation. • Turn taking games completed with an adult • Home corner role play exploration.	CLL: During this period children will: • Listen to their peers and new adults during carpet times and in our friendship circles. • Show an understanding of simple instructions such as tidy up or wash hands • Retell 2 key parts of the story in the correct order. Tasks and activities to support these include: • Daily friendship circles • Simple instructions given by adults at key times of the day accompanied by a picture card • Story comprehension questions	Physical: During this period children will: • Begin to hold a pencil and other writing implements with increasing control. • Begin to make small snips in paper with scissors • Move in a range of different ways i.e. running, walking and hopping. • Draw lines and circles using small and big movements. Tasks and activities to support these include: • Scissor skill activities • Daily mark making - assessment, independent and adult led • Parachute games • Twice weekly focused PE lessons (see Complete PE plan) • Drawing indoors and out on large and small whiteboards. • Daily dance and fine motor control sessions. • Playdough tasks

• Story comprehension - how do the characters feel in the story and how do we know?		
Literacy: During this period children will: • Begin to confidently recognise the first 6 RWI sounds. • Begin to recognise and correctly name a range of environmental sounds. • Begin to blend 3 sounds together to read simple words with adult support • Demonstrate an understanding of how to handle books correctly and carefully • Recognise their own name • Begin to write their own name independently using some recogniseable letters. Tasks and activities to support these include: • Daily adult led RWI sessions introducing the first 6 RWI sounds and blending green cards 1:1. • Reading a range of stories • Focused adult led sessions in the reading corner • Morning job name writing tasks • Mark making patterns	Maths: During this period children will: • Begin to understand that matching is a simple form of sorting and is the beginning of logical thinking. • Spot patterns in the environment, beginning to identify the pattern “rule”. • Compare numbers • Compares two small groups of up to five objects, saying when there are the same number of objects in each group • Begin to use number names and number language in their play. • Recite number names in order to 10. Tasks and activities to support these include: • Daily maths counting and singing opportunities • WRM Block 1 - match, sort and compare.	
KUW: During this period children will: • Begin to describe their local environment using words such as town, road and path. • Show an interest in the lives of people who are familiar to them. • Talk about significant events in their own experience	EAD: During this period children will: • Begin to join in with dance and circle games • Sing new and familiar songs (see supporting songs) • Use various construction materials with a specific goal in mind. • Create movement in response to	Stories, Songs and Supporting texts: • The Grand Old Duke of York • 5 Little Ducks • A Squash and a Squeeze • The Three Little Pigs • Starting School • I am absolutely too small for school.

● Recognise or describe special times with family or friends. Tasks and activities to support these include: ● Exploring their new school environment on a tour of school. ● Naming key parts of the school environment ● Weekly diary sessions sharing adventure on home using our tapestry online journal ● Creating representations of their home using duplo or construction equipment ● Drawing an image of their home and family with adult support	music. Tasks and activities to support these include: ● Making a paper aeroplane ● Creating junk model binoculars ● Drawing and naming family trees ● Painting a self portrait ● Creating an image of our house using shapes ● Colour mixing with paint ● Charanga - block 1 lessons 1 and 2 ● Singing new and familiar songs ● Listening to music and sharing their own opinion, likes and dislikes.	
Key Learning: ● Everyone lives in their own home with their own family. ● Families can be very different. ● It is important to share and take turns with our friends in school. ● It is important to be kind to each other, even if we do not always agree. ● It is important to follow our school rules.	Vocabulary: Family Friends To be kind Respect Share	