Old Sarum Primary School
EYFS Curriculum

A Home for the Heart, An Adventure for the Mind, A Foundation for the Future

Old Sarum Primary EYFS – Curriculum Overview 2026-2027

At Old Sarum Primary School, our EYFS curriculum is carefully tailored to reflect the unique experiences of our school community, while remaining highly flexible to adapt to the evolving needs and interests of our current cohort. This responsive approach is underpinned by our comprehensive progression documents, which outline the clear pathways for children's learning and development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**Who am I?**	**What does light mean to us?**	**What can we discover in space?**	**Who can help us?**	**How do living things grow and change?**	**Where could our adventures take us?**
Topic key themes	Starting to know school/getting to know my new class Being me in my world My Family What I am good at Being Kind and Making Friends Autumn Harvest	Diwali Light and dark Bonfire night Remembrance day Nativity Christmas	Planets and space travel The sun, moon and stars Astronauts Women in space	People in our community Emergency services Safety awareness Helping others	Life cycles How do we look after our world Plants and flowers Planting seeds How to care for living things	The Beach Who lives under the sea? Looking after our Oceans Transition to Year 1 Sun safety/water safety

Role Play	Home	Owl babies home	Space Station/Rocket	Fire station/Police station	Creepy corner	Ice-cream shop
PSED	KAPOW- Self regulation: my feelings Starting school Making friends Sharing Routines Good sitting etc. Being a good learner Feelings/Emotions (Happy/Sad) Lunchtime manners Classchart points	KAPOW- Building relationships: Special relationships How to be a good friend. Similarities and Differences Bullying Playground games Bonfire Night safety	KAPOW- Managing self: Taking on challenges Things I am good at New Year's Resolution Internet Safety	KAPOW- Self regulations: Listening and following instructions Being helpful/responsible Feelings – being proud Looking after the environment Keeping safe in an emergency	KAPOW- Building relationships: My family and friends Healthy Living – food, exercise, hygiene NSPCC/PANTS - Pantosaurus	KAPOW- Managing self: My wellbeing Safety in the Sun Safety in the water How have we changed this year – what are we looking forward to in Year 1? Safety around Stranger Danger
School Value	Community	Trust	Inclusion	Resilience	Aspiration	Revisit all values
British Values (linked to PSED)	**Democracy: making decisions together:** • Encourage children to see their role in the bigger picture and know that their views count. To talk about and respect each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on activities to set up with a show of hands. • Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. **Rule of law: understanding rules matter**					

	• Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. • Collaborate with children to create the rules and the codes of behaviour e.g. whole class rules and expectations set up together at the beginning of the year and agreed rules for tidying up. **Individual liberty: freedom for all** • Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks. • Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. **Mutual respect and tolerance: treat others as you want to be treated** • Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. • To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. • To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions • Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.					
Physical Development	PE Hub- Body Management- Exploring balance	PE Hub- Body Management- Exploring rolling, sliding, jumping skills, participating	PE Hub- Co-operate and solve problems- Organise and	PE Hub-Dance- 'People who help us' Using our bodies to recreate and	PE Hub- Co-operate and solve problems- copy and	PE Hub- Gymnastics- Develop confidence in fundamental

(Please see PD progression document)	Stretching, reaching, extending Gross Motor skills-**Develop confidence with basic movements, balance, climbing and spatial awareness.** Fine Motor skills-**Build hand and finger strength through malleable materials, threading, construction and mark making.**	in small group activities Gross Motor skills-**Develop coordination through running, jumping, balancing and simple ball skills.** Fine Motor skills-**Develop pencil control, early scissor skills and increasing precision when using tools.**	match items, work with a partner to listen, share ideas and questions Gross Motor skills-**Develop hopping, skipping, throwing, catching and greater control of movement.** Fine Motor skills-**Develop a more refined pencil grip, letter formation, cutting and detailed drawing.**	symbolise people and actions Gross Motor skills-**Develop agility, changing direction and speed, and negotiating obstacles.** Fine Motor skills-**Develop control, accuracy and independence when writing, cutting and manipulating materials.**	repeat patterns and actions, work in teams, solve tasks Gross Motor skills-**Refine strength, balance, coordination and accuracy through increasingly challenging activities.** Fine Motor skills-**Refine pencil control, handwriting, cutting and tool use, developing**	movements, jumping, sliding, rolling, under and over equipment Gross Motor skills-**Apply movement skills with confidence, fluency and control, including energetic movement and games.** Fine Motor skills-**Develop fluent, accurate and independent fine-motor skills, including writing, drawing, cutting and self-care.**

					fluency and precision.	
Communication and Language	Build positive relationships, develop active listening, learn classroom routines, express needs and feelings, introduce partner talk, use vocabulary to talk about themselves, their families and experiences.	Listen and respond to stories and discussions, ask and answer questions, retell familiar events, develop descriptive language, introduce and use topic vocabulary linked to celebrations, traditions and light.	Develop curiosity by asking questions, predict and explain ideas, sequence events in stories, use ambitious vocabulary, share ideas and discoveries during discussions.	Engage in role play and sustained conversations, explain the roles of people who help us, ask purposeful questions, use language to solve problems collaboratively and speak confidently in different situations.	Observe and describe changes, explain ideas using full sentences and connectives (because, so, then), use subject-specific vocabulary, discuss similarities, differences and life cycles.	Retell stories and experiences with a clear sequence, confidently share ideas with peers and adults, use a broad vocabulary across all areas of learning, explain thinking and prepare for Year 1 through sustained discussion and storytelling
Talk focus	**Talking about ourselves**	**Talking to describe and share experiences**	**Talking to investigate**	**Talking to solve problems**	**Talking to explain**	**Talking to tell stories**
Oracy	**Building confidence:**	**Developing conversation:**	**Expressing ideas:**	**Building on ideas:**	**Reasoning and explaining:**	**Confident communication:**

(Please see Oracy progression document)	Listening to others, taking turns and speaking with familiar adults and peers. Developing confidence to share ideas and experiences.	Speaking in longer sentences, listening and responding to others, asking simple questions and beginning to explain ideas.	Retelling experiences and stories in sequence, using new vocabulary, asking relevant questions and giving simple reasons for ideas.	Participating in group discussions, responding to others, using descriptive vocabulary, explaining and predicting.	Speaking confidently to groups, explaining thinking, giving reasons, making predictions and beginning to justify opinions	Listening and responding thoughtfully, building on others' ideas, speaking confidently to different audiences and using language to explain, reason and express ideas clearly.
Literacy Essential Writing		**My Special People books**	**Things I like books**	**My Celebration Books**	**My Amazing Body Books**	**Our Natural World books**
Writing to inform		Children will learn that writing can tell (inform) audiences/readers about a topic. They will revisit core learning about writing in English: writing goes from left to right, individual letters follow a standard formation, letters can be combined to make words, and these words can be constructed using known letter-sound correspondences.	Children will learn that writing can inform. They will learn about more features of fact books, explore using these (such as headings) and continue to experience sentences that start in different ways. They will experience via modelling, the self-regulation of the writing process, i.e.	Children will build upon their understanding that writing can inform. They will learn about more features of fact books, explore using these (such as labels and headings) and continue to experience sentences that start in different ways. They will experience via modelling, the self-regulation of the writing	Children will build upon their understanding that their writing can inform their reader. They will learn about more features of information books and explore these, enjoying and learning from non-fiction books (including those of the adults and their peers) through	Children will learn that writing can inform their reader. They will learn about more features of fact books, explore using these (such as headings) and continue to experience sentences that start in different ways. They will experience, via modelling, the self-regulation of the writing process, ie the 'plan-do-review' of writing.

			the 'plan-do-review' of writing.	process, i.e. the 'plan-do-review' of writing.	talking, drawing, writing and sharing.	
Terms for learning		Title, label, letter, sound, word, segment, blend	title, label, sentence, phoneme, grapheme, blend, heading	title, label, sentence, phoneme, grapheme, blend, capital letter, full stop, heading	title, label, sentence, phoneme, grapheme, blend, capital letter*, full stop*, heading*	title, label, sentence, phoneme, grapheme, blend, capital letter*, full stop*, exclamation mark* heading*
	*these terms are being introduced but there is no expectation that children use these within their own writing					
Essential writing		**Pattern and Rhyme books**	**Animal Story books**	**Journey Stories**	**Traditional Tale Books**	**My Very Own Story Book**
Writing to entertain		Children will learn that rhymes can entertain and be fun/enjoyable. Some can also help predict, aiding the reader in engaging with the content, feeling successful and developing fluency. Children will learn that they can create rhyming pairs using real words or 'nonsense' words, and create their own entertainment for a reader using humour, illustrations etc.	Children will learn that writing can entertain. They will explore the idea that a chosen character can have a number of adventures across the course of a story and speculate about reasons behind a character's actions. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing.	Children will learn that writing can entertain. They will explore the idea that a chosen character can have a number of adventures across the course of a story and speculate about reasons behind a character's actions. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing.	Children will learn that writing can entertain. They will explore the idea that a chosen character can have a number of adventures across the course of a story and speculate about reasons behind a character's actions. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing.	Children will learn that writing can entertain. They will explore the idea that anyone can tell a story, orally and in writing, and that writers can make choices about what happens in their stories. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing.

Terms for learning		Sound, letter, word, first, last, rhyme, pair	title, idea, sentence, phoneme, grapheme, blend	title, idea, sentence, phoneme, grapheme, blend, capital letter, full stop	title, idea, sentence, phoneme, grapheme, blend, capital letter*, full stop*	title, sentence, idea, phoneme, grapheme, blend, capital letter*, full stop*, exclamation mark*
	*these terms are being introduced but there is no expectation that children use these within their own writing					
Phonics- Twinkl Phonics	<u>Level 1</u>- Listening skills, rhythm and rhyme, oral blending <u>Level 2 focus GPCs -</u> s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, l ff, ll, ss, s saying /z/ Tricky words- to, the no, go, I Vocabulary- Phoneme, Grapheme, Diagraph **Revision and Assess**		<u>Level 3 focus GPCs - j</u>, v, w, x y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa oo, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words- he, she, we, me, be, was, my, you, they, here, are, all, Tricky word spelling- to, the, no, go, I Vocabulary- Trigraph, spelling **Revision and Assess**		<u>Level 4-</u> CVCC words, CCVC words, Adjacent consonants (anywhere in a word), polysyllabic words, three-letter adjacent consonants Tricky words- said, so have, like, come, some, were, there, little, one, do, when, out, what Tricky word spelling- he, she, we, me, be, was, you, they, are, all, my here **Revision and assess**	
NCETM- Mastering Number	Children will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will		Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They		Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	

	begin to compare sets of objects and use the language of comparison. Children will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of	will begin to connect quantities to numerals. Children will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern	Children will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary

	the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts		• order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		• develop conceptual subitising skills including when using a rekenrek	
Understanding The world – The Natural Word – (Science)	Learn about different materials and their properties through *The Three Little Pigs*. Investigate which	Discover light and darkness, identifying natural and artificial sources of light. Investigate shadows and how	Explore the Sun, Moon, stars and Earth, noticing changes in the sky and exploring patterns of day	Explore a range of ingredients and their properties through our story of*The Little Red Hen*.	Learn how plants and animals grow and change over time. Investigate what plants	Investigate the ocean and the living things that inhabit it, identifying and comparing different sea

	materials are strongest and most suitable for building a house, testing how well different houses withstand a force such as wind. *KAPOW Seasons - Autumn – Autumn walk, collecting autumnal objects- sort into groups based on ability*	they are created when light is blocked. Explore how light and darkness affect what we see and how we live, including nocturnal animals. *KAPOW Seasons – Winter- Winter walk- Similarities and differences compared to Autumn*	and night. Investigate how shadows change throughout the day and develop an understanding that the Sun provides natural light.	Investigate how ingredients change when they are mixed and combined to make bread. Explore how we can care for our environment by reducing waste, reusing materials and making responsible choices about the world around us. *KAPOW Seasons – Spring- Spring walk- Compare Autumn and Winter to Spring- What do you notice?*	need to grow and explore the different stages of plant and animal life cycles. Compare how different living things change as they grow. Planting seeds in the garden- children to decide which plants to grow	creatures and their habitats. Investigate the importance of water for living things and explore how we can care for our oceans by reducing pollution and waste. Explore how the Sun affects us and develop an understanding of how to stay safe in the sun and around water. *KAPOW Seasons – Summer- Summer walk- What do we notice in our*

						summer walk compared to our other season walks?
Understanding the World - Past and Present (History)	Explore how people, families and homes have changed over time (Victorian) Compare photographs, objects and experiences from the past and present, noticing similarities and differences in how people lived. Local history - The history of our school- Why is our school called Old Sarum Primary	Learn how people used light in the past and compare historical and modern sources of light, including candles, lanterns and electric lighting. Learn about Florence Nightingale as a significant person from the past and why she became known as 'The	Learn about significant people who have contributed to space exploration, including Mae Jemison, Valentina Tereshkova and Tim Peake. Explore how space travel and technology have changed over time and recognise the achievements of women in space.	Explore people who have helped others in the past and present, including significant historical figures (Marie Curie, Alexander Fleming) and people in our local community. Compare how jobs and roles have changed over time and how people help their communities today.	Explore how we have grown and changed from birth to the present day. Create our own timelines using photographs and memories, comparing changes in our appearance, abilities, interests and experiences as we have grown.	Explore seaside holidays in the past and present, comparing how people travelled to the seaside, what they wore and how they spent their time at the beach. Explore Victorian bathing costumes, steam train transport and beach activities in the past- bathing machines, donkey rides, Punch and Judy shows etc.

	and our class names	Lady with the Lamp', recognising how her work helped improve the lives of others.				
Understanding the World People, Culture and Communities (Geography, RE)	KAPOW RE- What makes us special? Develop an understanding of our families, homes and communities, recognising and celebrating similarities and differences. Talk about the people and places that are important to us and where we live.	KAPOW RE- What are special times? Discover how different cultures and communities use light in celebrations, festivals and traditions, including Diwali, Hanukkah and Christmas. Consider what light means to different	KAPOW RE- Why are some places special? Find out about how people around the world have been fascinated by the night sky and space (astronomers, NASA). Learn about different countries involved in	KAPOW RE- What makes the world special? Learn about the different people and communities who help us in our everyday lives. Discover the roles people have within our local community and how communities work together to help and care for one another.	KAPOW RE- Why are some things special? Reflect on things that are special to people by exploring items and images that hold personal or communal significance- Bible, prayer beads, candles, Qur'an.	KAPOW RE- Why are some stories special? Use simple maps to identify familiar places within our community and describe journeys. Observe and talk about the features of different environments, including Finkley Down Farm and

		people and how it is used in special celebrations. Remembrance Day	space exploration and consider how people live in different places around the world. New Year Chinese New Year Eid	Easter St Davids Day St Patricks Day		the seaside, noticing similarities and differences between places.
EAD	**KAPOW- Marvellous marks** Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	**KAPOW- Painting and mixed media: Paint my world** Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of	**KAPOW- Craft and design- Let's get crafty** Developing cutting, threading, joining and folding skills through fun, creative craft projects.	**KAPOW- Marvellous marks continued** Exploring mark making through different drawing materials. Designing own bread roll and using design when baking rolls. Baking bread rolls	**KAPOW- Sculpture and 3D: Creation station continued** Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools	**Kapow- Summer Craft** Consolidate skills learned throughout the year to be able to become independent artists. Salt painting Shades of blue sea painting

	Self portraits, family pictures, designing own home	mixed-media, making collages and transient art. Nature wreaths Christmas craft- Christmas craft, salt dough decorations, Nativity props	Junk model rockets Moon/planets Junk spaceships **Threaded snowflakes, Ice painting and water art**	Egg threading, Egg painting, Easter craft Drawing and careful colouring of emergency service role models	and joining techniques; designing and making clay caterpillar sculptures. Observational drawing of a flower Watercolour painting Andy Goldsworthy inspired art	Petal sun catchers

Parent support	Stay and Play- **Fine motor** 'Spoons, scoops and strong fingers'	Stay and Play- **Early reading and phonics** 'Snuggle up and share'	Stay and Play- **Mathematics** 'Maths in the mud'	Stay and Play- **UTW** 'Little Scientists'	Stay and Play- **Talk4Writing** 'We are story makers'	Stay and Play- **Transition** 'Ready, Steady, Year 1'
Enrichment	Appear in the newspaper	Christmas Nativity	Virtual tour of the moon	Emergency services visit – nurse/paramedic/ ambulance	Mad4Animals visit to school	Visit to Finkley down farm

		Post a letter to Santa		Visit the Old Sarum community pantry		