

William Patten EYFS Curriculum Information 2026 - 2027

This EYFS booklet contains information about the curriculum your child will be exploring during this academic year. Nursery and Reception children have the same curriculum content, in that they study the same half-termly topics; however the focus, teaching and learning opportunities differ to reflect the developmental level of these two year groups. In Reception, children have a literacy lesson and a maths every morning. During the afternoon, children will have a RWI lesson. Throughout the day, children have the opportunity to take part in a wide range of activities, that link to the seven areas of learning in the EYFS. Each week they will also have handwriting lessons, a PSHE Jigsaw lesson (which helps children really know and value who they are and understand how they relate to other people in this ever-changing world), PE, Music and Spanish games and songs. In Nursery, children have a literacy lesson and a short maths teaching session every day. They also take part in focus activities which link to the seven areas of learning in the EYFS. In addition to this they will also have Jigsaw (PSHE), Music, PE lessons and, during the spring term, they will also start RWI lessons. Here you can see which topic your child will be studying and when.

Autumn 1 topic All about Me								
AUTUMN 1	1	2	3	4	5	6	7	8
Week beginning	03.09.26	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26	19.10.26
Autumn 2 topic - Space and Time								
AUTUMN 2	1	2	3	4	5	6	7	8
Week beginning	02.11.26	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26	14.12.26	
Spring 1 topic - Authors								
SPRING 1	1	2	3	4	5	6		
Week beginning	04.01.27	11.01.27	18.01.27	25.01.27	01.02.27	08.02.27		
Spring 2 topic - Animals								
SPRING 2	1	2	3	4	5	6		
Week beginning	22.02.27	01.03.27	08.03.27	15.03.27	22.03.27	(12.04.27)		
Summer 1 topic - Landscapes								
SUMMER 1	1	2	3	4	5	6		
Week beginning	19.04.27	26.04.27	03.05.27	10.05.27	17.05.27	24.05.27		
Summer 1 topic - Different cultures around the world								
SUMMER 2	1	2	3	4	5	6	7	
Week beginning	07.06.27	14.06.27	21.06.27	28.06.27	05.07.27	12.07.27	19.07.27	

Early Years and Foundation Stage areas of learning

There are **three prime areas of learning** in the EYFS curriculum - these are Communication and Language (CL), Personal, Social and Emotional Development (PSED) and Physical Development (PD). There are **four specific areas of learning** in the EYFS curriculum – these are Literacy, Maths, Understanding of the World (UW) and Expressive Arts and Design (EAD). The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

The Department for Education will change the Early Years Foundation Stage (EYFS) curriculum in 2021. We are delighted to be an early adopter of the new amended curriculum which has the following most significant changes to the existing EYFS curriculum:

- all 17 Early Learning Goals (ELGs) are clearer, more specific and easier to make accurate judgements on
- Focus on strengthening language and vocabulary development.
- Strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1.
- Ensure the ELGs are based on the latest evidence in childhood development.
- Ensure they reflect the strongest predictors of future attainment.

Our curriculum planning focuses on topics that will engage and stimulate children's natural curiosity and provide a wealth of learning opportunities across all areas of the EYFS curriculum. We focus on the prime areas of learning, as we believe that these underpin a child's development, well-being and independence, as well as the more traditional academic areas such as literacy and maths. With this balance in our planning we believe that children will become confident life-long learners; that are able to play and explore (take risks and act on their own initiative), think creatively and critically (problem solve and test their ideas) and be active learners (maintain focus and attention).

Please see the following information on the seven areas of learning and what we will cover during each of our six topics this year.

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Communication and Language (C&L)

In the Early Years Foundation Stage, Communication and Language is broken down into three aspects:

- Listening and attention - these skills support language learning and include the ability to discriminate sounds and maintain attention
- Understanding - young children gradually develop the ability to understand words in context, beginning with single words and building on this with phrases and more and more complex sentences.
- Speaking - this allows children to express their feelings, needs and wants, their thoughts and ideas and be able to talk about what has happened and about creative or imaginative events.

These are the C&L activities that we have planned within each of the topics:

All about Me	We will invite children to talk about themselves, their families and things that they enjoy doing. We will share our thoughts and feelings through circle time sessions in small groups and as a whole class. We will play games to encourage participation in group times and look at photographs of people that are important to us. By the end of this first half-term we hope that most of the children will be confident to share their thoughts and feelings with an adult and their peers during carpet time.
Space and Time	We will read and discuss a variety of fiction and non-fiction books about space, introducing vocabulary linked to this topic. Children will hot seat characters from the stories we read and developing their questioning skills by asking and answering 'how' and 'why' questions. We will also provide children with opportunities to develop their language skills whilst retelling stories in our role play areas. We will discuss the recent past, by sharing information about our family history.
Authors	We will continue to encourage children to share their thoughts, feelings and experiences with their peers in small and larger groups. During this topic, we will listen to stories being read aloud by different adults including teachers, volunteers and parents and carers. We will select authors and subjects that reflect the diversity of our school and listen to stories read in languages other than English. The children will have opportunities to discuss their favourite stories and explain why a particular story is their favourite one.
Animals	We will listen to both fiction and non-fiction books linked to this topic and children will show their understanding of what they have read by talking about important facts and writing animal fact files. Children will learn about diverse habitats, the environment and the animals found in different regions and be able to share this information with their classmates. The children will also be given opportunities to answer comprehension questions about stories they have heard or read.
Landscapes	We will listen to a range of books that explore the theme of landscapes. We will look at natural landscapes (such as forests, mountains, seaside, deserts etc.) and human-made landscapes (such as buildings, parks, cities, roads etc.) We will talk about how to look after the environment and how to respect and care for the natural environment. We will share our knowledge of the different landscapes that we have experienced.
Different cultures around the world	Children will learn about a wide range of countries and cultures and have the opportunity to read and listen to stories from around the world. We will also share our experiences of these countries, discussing where we have visited, and which places our families and friends live in.

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Personal, Social and Emotional Development (PSED)

Personal, Social and Emotional Development (PSED) are three building blocks of future success in life. They are closely linked to each other and often bracketed together as one area of learning and development.

- **Self-regulation** – Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly: set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate: give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Managing self** – Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge: explain the reasons for rules, know right from wrong and try to behave accordingly: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- **Building relationships** - Work and play cooperatively and take turns with others: form positive attachments to adults and friendships with peers: show sensitivity to their own and to others' needs.

Each half term we will focus on a different Jigsaw (Social, Emotional Aspects of Learning) theme.

All about Me	This half term the Jigsaw theme is ' Being Me in My World .' We will invite children to talk about themselves, their families and things that they enjoy doing. We will play games to encourage participation in group times and look at photographs of people that are important to us. The theme also offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme children will explore different scenarios and discuss the various emotions that they may be feeling, sharing ways to help themselves and others. We will create our class charter and contribute ideas for a fun and collaborative environment, as well as sharing models for 'calming down' and 'problem solving'.
Space and Time	This half term, the Jigsaw theme is ' Celebrating differences .' The theme offers children opportunities to develop their knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings and social skills. The children will continue to develop their friendships within the classroom, as well as the wider school environment.
Authors	This half term our Jigsaw theme is ' Dreams and Goals .' We will explore setting personal targets, looking back at what we couldn't do and reflecting on what we can now do well. After the long holiday, we will revisit our class rules and continue to support the children in being independent in their self-care.
Animals	This half term our Jigsaw theme is ' Healthy Me .' Children will have opportunities to reflect on why it is good to be them, explore feelings of being proud and happy because of an achievement or how they have behaved and the behavioural choices they have made. Children learn the importance of keeping healthy – maintaining excellent hygiene and hand washing. The topic finishes with an opportunity for children to

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	explore how they can stand up for themselves in a positive and productive way.
Landscapes	This half term our Jigsaw theme is ' Relationships .' Children will have opportunities to reflect on the importance of friendship; how to maintain friendships and how to deal with problems arising during friendships.
Different cultures around the world	This half term our Jigsaw theme is ' Changing Me .' During this topic we will explore the theme of change and we aim to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change, particularly focusing on their transition from Nursery into Reception and Reception into Year 1.

Physical Development (PD)

Physical development focuses on how young children gain control of their bodies, as well as how children learn about keeping themselves active and healthy and how they learn to use equipment and materials successfully and safely.

In the Early Years Foundation Stage, Physical Development is broken down into two aspects:

- **Gross Motor skills** - Children will be able to negotiate space and obstacles safely, with consideration for themselves and others: demonstrate strength, balance and coordination when playing: move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- **Fine Motor skills** – Children will learn to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases: use a range of small tools, including scissors, paint brushes and cutlery and begin to show accuracy and care when drawing.

These are the PD activities that we have planned within each of the topics:

All about Me	During the first half term we will provide children with lots of opportunities to demonstrate their fine and gross motor skills. We will play with balls, hoops, balancing and climbing equipment in the outdoor area. We will also use a range of one-handed tools and equipment to develop the children's fine motor skills. The children will be participating in weekly handwriting tasks to improve their pencil grip and letter formation. They will also discuss the importance of eating healthy food and taking part in physical exercises in order to remain healthy.
Space and Time	We will continue to provide children with opportunities to create junk models, developing their skills in using tools as well as improving coordination skills in using drawing and writing media. We will also be using PE equipment outside to develop their ball skills in throwing, catching and kicking different sized balls.
Authors	This half term we will begin gymnastics. The children will learn to develop a range of skills including balance, coordination, gross motor control, as well as a range of gymnastics poses. In the outdoor area, the children will continue to have opportunities to use a variety of balls, hoops and bean bags to develop their skills in throwing, catching, dribbling, rolling, bouncing and travelling. The children will resume their weekly handwriting practise sessions through guided teaching and tasks.

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Animals	This half term children will continue our gymnastics sessions. The children will learn and explore different ways of travelling and moving their bodies, as they develop their skills. They will rehearse a routine for their gymnastics performance to parents.
Landscapes	This half term we will be continuing to develop fine motor skills and the children's control over one handed tools and equipment. We will also take part in weekly PE sessions where the children will be developing their ball skills; including patting, hitting, kicking and pushing a variety of different sized balls using bats and rackets.
Different cultures around the world	This half term children will continue to develop their fine motor skills and the control over one handed tools and equipment. They will also learn games and dance routines from different cultures around the world. They will develop their understanding of ways to remain healthy.

Literacy

Literacy in the Early Years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. In the Early Years Foundation Stage, Literacy is broken down into three aspects:

- **Comprehension** – Children will be expected to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary: anticipate key events in stories: use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- **Word Reading** - All EYFS children have the opportunity to talk about books as well as sharing books and reading. Nursery children learn to say, read and blend Set 1 sounds. By the end of Reception children learn to read and understand simple sentences. They use their phonic knowledge to decode regular words and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- **Writing** – In Nursery, children learn to write their name, mark-make and write the corresponding graphemes for spoken sounds. In Reception, children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Each week we will focus on one core book, details of which books we will use are in our half-termly topic webs. We will read this book in class and base our activities around themes from the book. The core books will include a variety of fiction and non-fiction texts. We will inform you by the weekly newsletter of the books being covered in class each week.

Learning to Read: In Reception, we teach children to read using the Ruth Miskin literacy programme, Read Write Inc. (RWI). Children are taught Set 1 sounds, how to orally blend these sounds and how to read words containing these simple sounds. Once children can read words containing these taught sounds, they start to read RWI Storybooks which match their phonic knowledge. In Nursery, we focus on fostering a love of reading during the autumn term; we also explore the language used stories and build children's vocabulary. During the spring term, Nursery children are taught Set 1 sounds and oral blending.

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Learning to Write: In Reception, in addition to completing their self-registration boards and participating in daily child-initiated writing opportunities in both the inside and outside environment, children will also learn to write recounts, make their own books, make whole class books, and write invitations, book reviews and fact cards. Children will develop their skills of segmenting for writing, listening to the first, middle and final sounds. They will also be applying their knowledge of RWI to link the letters to the sounds they can hear. When attempting to write a sentence, the children learn to break the flow of speech into words. They will be encouraged to read back what they have written. In Reception, they will also begin to learn which letters represent which letter sounds during their daily RWI lessons. In Nursery, children will be encouraged to mark-make and to write their name on their self-registration boards and, during the spring term, children will develop their sound knowledge by trying to write the sounds that they can hear in words.

All about Me	In Nursery and Reception, core books associated with the topic of 'All about Me' will be read and focus activities, related to these books, will be completed. Focus activities may include role play, sequencing, prediction, retelling a familiar story, writing a response to a story, describing a scene or a character etc. Core books include - "Going to School", 'Starting School', 'What I like', 'My Mum', 'My Dad', 'The Colour Monster', 'The Roar.', 'The Family Book', 'Baking with Dad', 'Family and Me', 'It's OK to make mistakes', 'I can't do that yet', 'Beautiful Oops', 'Super Duper you', 'Only one you', 'From head to toe', 'The Five Senses', 'All kinds of People', non-fiction books about the body and autumn.
Space and Time	We will read a range of non-fiction books linked to the 'Space and Time' topic. We will find out about key-facts about space and use this information to complete space fact-files. We will also begin to learn about the past through toys and games and food from the past. We will also read a range of core books and complete focus activities associated with this topic. Core books include - 'Bob the Man on the Moon', 'Whatever Next?', 'My Sister is an Alien', 'Here Come the Aliens', 'Dinosaur Dreams (Funny Bones)', 'Dinosaurs love underpants', 'The Toy Maker', 'Lost in the Toy Museum'.
Authors	As part of our topic 'Authors' we will be reading stories by a range of favourite children's authors including Oliver Jeffers, Julia Donaldson, Nick Sharratt, Emily Gravett, Kes Gray, Nadia Shireen and Lynley Dodd. Children will write responses to these stories and will complete a range of focus activities. These include writing book blogs, writing mini-books, describing key events in a story, using story language to retell a story.
Animals	As part of our topic 'Animals' we will read a range of fiction and non-fiction books related to animals and animals found in the African Savannah, Oceans, Rainforests, Farms and Polar Regions. Core books for this topic include - 'Dear Zoo', 'Lion vs Rabbit', 'Commotion in the Ocean', 'In the Rainforest', 'Titus's Troublesome Tooth' and 'My Best Book of Polar Animals', 'Animal Boogie', 'Poles Apart'. Focus activities include writing animal fact files, animal poems, making mini books, using descriptive language in writing. Write using full sentences, including capital letters, full stops and finger spaces.
Landscapes	As part of this topic, we will read a range of non-fiction books which illustrate natural and man-made landscapes. In Nursery, children will develop their sound knowledge by trying to write the sounds that they

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	can hear in words. In Reception, we will use adjectives to write detailed descriptions of a landscape.
Different cultures around the world	We will read a range of fiction and non-fiction books related to this topic. We will decide on the countries that we want to visit, select texts from the list of core books listed below. In Reception, in addition to the daily child-initiated opportunities to write, we will be continuing with our daily RWI sessions. Children will be encouraged to use their phonic knowledge to help them to say a word, identify the sounds in the word and then write the correct letter that represent that sound. The focus this half-term will be to encourage children to become more independent writers. Core books include: - 'Bee-bim Bop', 'Dim Sum for Everyone!', 'Lila and the Secret of Rain', 'All the Animals Were Sleeping', 'Up and Down the Andes', 'My Name is Gabriela/Me llamo Gabriela', 'Diary of a Wombat', 'Possum Magic', 'Aboriginal Dreamtime stories', 'Carson Crosses Canada', 'Caribbean Dream', 'Coqui in the City', 'Hana's Hundreds of Hijabs', 'Handa's Surprise', 'Baby Panda', 'Medico Pollito', 'There was a wee lassie who swallowed a Midgie', 'The Giant's Causeway', 'Elephant Dance', 'Wombat Stew', 'The Kiwi's Gift'

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Maths

We want all children to enjoy mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of mathematics.

We will teach maths using **Power Maths**. This is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in **maths**. It is built around a child-centred lesson design that models and embeds a growth mindset approach to **maths** and focuses on helping all children to build a deep understanding of **maths** concepts. We will plan for whole class thinking activities – where we will work together to discuss and solve a problem.

We use concrete objects (counters, animals, shapes, blocks etc.) to help support the acquisition of these skills and encourage children to 'have a go', take risks and develop a love of maths. We encourage children to draw pictures to help solve and explain their understanding and use talk-partners to promote children's mathematical language.

Please see the weekly newsletter for information about the maths theme, key mathematical vocabulary linked to the theme and information about how you can support your child at home.

In the Early Years Foundation Stage, maths is broken down into two aspects:

- **Numbers** – Children will engage with activities to help them to develop a deep understanding of numbers to 5 (for Nursery children) and 10 (for Reception children), including the composition of each number: subitise (recognise quantities without counting) up to 5: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- **Number patterns** – By the end of Reception children should be able to verbally count beyond 20, recognising the pattern of the counting system: compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity: explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. In Nursery, children will focus on the same objectives but will a focus on numbers to 5 (during the autumn and spring terms) and numbers to 10 (during the summer term.)

These **number** and **number patterns** objectives will be explored and revisited throughout the year, building on and extending their prior knowledge.

In addition to exploring the **number** and **number patterns** objectives, we will also encourage children's curiosity about number, time, patterns, shape, space and measure and to provide opportunities for them to apply their growing understanding of the mathematical world to the world around them.

We will also progress to counting efficiently in 2s, 10s and 5s and develop children's understanding of doubling, halving and sharing.

These are the Maths activities that we have planned within each of the topics:

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All about Me	In mathematics, we will cover four themes over the half term; number, number recognition to 10, shape and space, measure and time. Each week we will have a different maths focus.
Space and Time	
Authors	In mathematics we will cover the following themes over the half term; addition, subtraction, counting and number ordering, number recognition to 20, accurate counting using 1;1 correspondence, time, shape, measure and money. We will also introduce the concept of doubling and halving.
Animals	
Landscapes	In mathematics we will cover the following themes over the half term; addition, subtraction, counting and number ordering, counting forwards and backwards, counting efficiently in 2s, 10s and 5s, time, 2d and 3d shape, measure and money. We will develop children's understanding of doubling, halving and sharing.
Different cultures around the world	

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Expressive Arts and Design (EAD)

This area of learning describes how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques.

Expressive Arts and Design is broken down into two parts;

- **Creating with materials** – Children will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function: share their creations, explaining the process they have used: make use of props and materials when role playing characters in narratives and stories.
- **Being imaginative and expressive** - children will be able to invent, adapt and recount narratives and stories with peers and their teacher: sing a range of well-known nursery rhymes and songs: perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

These are the EAD activities that we have planned within each of the topics:

All about Me	This half term the children will engage in a range of creative activities including; collage, printing, painting and drawing. The children will create their self-portraits and combine different materials together for desired effects.
Space and Time	This half term, children will create models related to the half-term's topic as well as creating representations of planets using paint, marbling, Papier-mâché, drawings etc. We will also learn new songs in music sessions and in class, especially learning songs for our EYFS Christmas show performance.
Authors	This half term, the children will make finger puppets and story props to retell the stories we have read in class. Music with Elaine will continue this half term, Reception children will start to use the music room to have the opportunity to play and listen to a wider variety of instruments.
Animals	The children will have regular opportunities to dress up and engage in imaginative role play in our Home Corner. We will continue our weekly music sessions with Elaine. In the outdoor area, children will have continuous access and opportunities to use the large construction, water area, sand toys and den building resources.
Landscapes	As part of this topic, children will collage, paint, design individual and whole class representations of different landscapes. They will construct using junk modelling and other materials – carefully selecting materials for a purpose.
Different cultures around the world	During music sessions, Elaine will continue to provide opportunity for the children to explore, play and listen to a wide variety of instruments, as well as listen to World music. Children will have opportunities to design and reflect on pieces of work inspired by our topic and study of different cultures around the world.

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Understanding of the World (UW)

This area of learning, Understanding of the World, is about how children get to know about other people, the place where they live and about all aspects of the environment.

Understanding of the World is broken down into three parts;

- **Past and present**– children talk about the lives of the people around them and their roles in society: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.
- **People, culture and communities**- Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class: explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. We will use the Hackney SACRE Religious Education and Worldviews Scheme of Work to teach RE and worldviews using appropriate texts and vocabulary.
- **The natural world** - Children explore the natural world around them, making observations and drawing pictures of animals and plants: know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class: understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

These are the UW activities that we have planned within each of the topics:

All about Me	During this half term we will be sharing information about ourselves and learning more about our peers. We will discuss our friends and talk about who is in our family. We will also talk about the five senses and the season of autumn. We will also discuss people who help us stay well and safe: doctors, nurses, paramedics, dentists, fire fighters and the police. Hackney SACRE Religious Education and Worldviews Scheme of Work: Nursery: What happens at Sukkot? Reception: The Good Samaritan
Space and Time	During this half term, we will share information about 'Space and Time' learning more about planets, the sun, the moon, astronauts, space shuttles and rockets. We will discuss the history of the local area and discuss some similarities and differences between things in the past and now. Hackney SACRE Religious Education and Worldviews Scheme of Work: Nursery: What happens in Diwali? Reception: What happens at Christmas?
Authors	During this half term, we will be learning how Chinese New Year is celebrated and the beliefs and customs behind festivals and different celebrations. We will also celebrate World Book Day. Hackney SACRE Religious Education and Worldviews Scheme of Work:

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	Nursery: What does 'The gift of friendship' story tell Muslim people? Reception: What is Special About Being A Muslim Person?
Animals	During this half term, we will observe and describe animals. We will look at world maps and learn about different habitats and the animals that live in these habitats, linking our understanding to why different animals are found in different countries. We will explore the natural world making observations and drawing pictures of animals and plants, identifying the local habitats and contrasting environments. Hackney SACRE Religious Education and Worldviews Scheme of Work: Nursery: What happens at Easter? Reception: What happens at Passover?
Landscapes	During this half-term, children will find out about the similarities and differences in relation to different landscapes. They talk about the features of their own immediate human-made /natural landscapes and how landscapes might differ from one another. Hackney SACRE Religious Education and Worldviews Scheme of Work: Nursery: What does The Hare and Tortoise story tell Humanist people? Reception: What happens at Eid-UI Fitr?
Different cultures around the world	During this half term, we will discuss features of our own immediate environment and how other environments, both in the UK and other countries, may vary from one another. Children will also learn about and compare their own family customs and traditions with those found in other countries around the world. Hackney SACRE Religious Education and Worldviews Scheme of Work: Nursery: What makes a place special? Reception: Visiting a Church

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Important!

Please be aware that although we have completed this long-term plan for this academic year, we will use our observations of children and their interests to help decide the exact content and focus each week. This is best practice - as EYFS planning should follow children's interests and areas of engagement, rather than being rigid and inflexible.

We will send out half-termly Topic Webs, at the start of every half-term; these provide detailed activities that we hope to cover during the term and a list of core books we will read over the course of the half-term.

If you have any questions related to the EYFS curriculum then please contact your child's teacher or the EYFS Coordinator.

Kind Regards

Helen Williams

EYFS Lead teacher