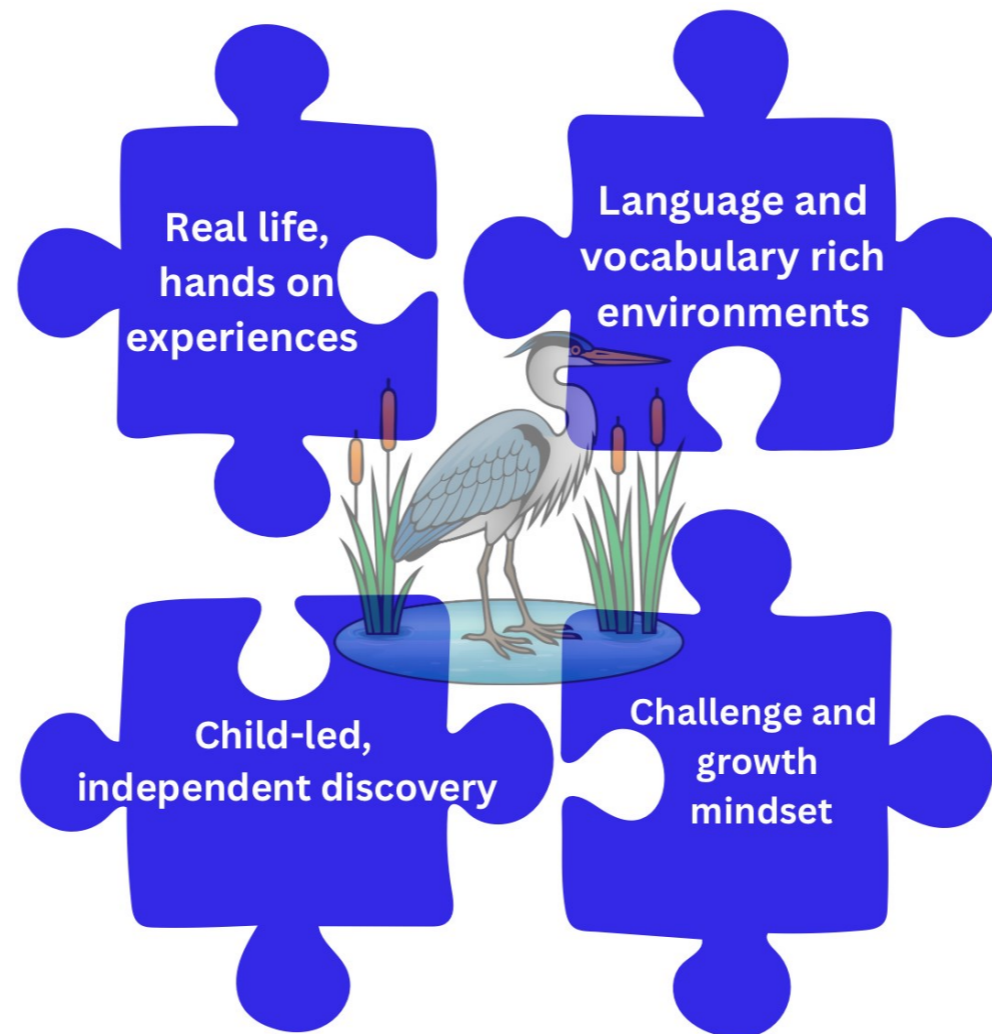




Heron Hill Primary School

Early Years Foundation Stage Curriculum

September 2025

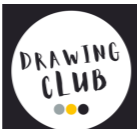

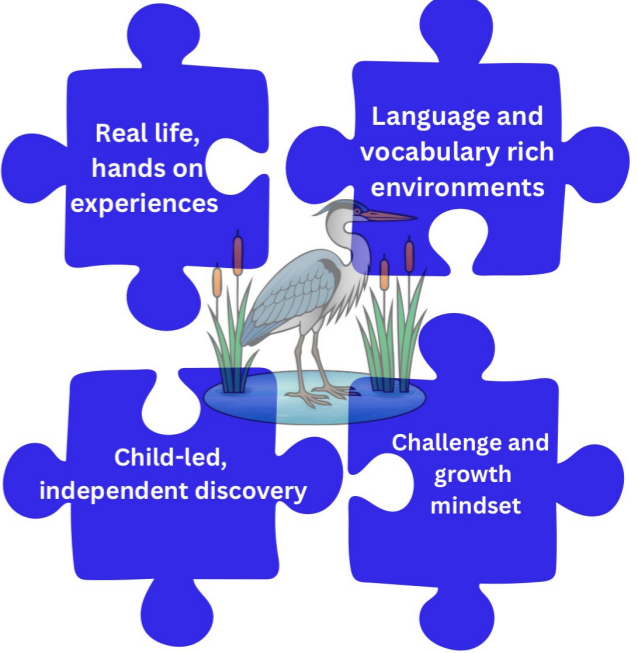


Our EYFS Curriculum

Heron Hill EYFS Curriculum Drivers:

- Child-led learning and independent discovery
- Real life experiences on and off site, including outdoor learning and Forest School
- Language and vocabulary rich environment and opportunities
- Challenge and growth mindset- 'making mistakes to help us to learn'



	Intent	Implementation	Impact
E Y F S	<p>To ensure that all pupils in Nursery and Reception experience a secure, fun and high-quality learning environment that prepares them for their future learning. Our planned curriculum is in line with the 2021 Early Years Foundation Stage Framework and is underpinned by the school's values of 'Respect, Responsibility, Relationships and Resilience'. Children will explore and learn via a blend of high-quality adult led inputs and carefully considered continuous and enhanced provision that utilises outdoor environments wherever possible. Our curriculum implements the four Characteristics of Effective Learning put children at the centre of their own learning adventures. Assessments, using the Birth to Five Matters documentation, are made to explain the how and why behind learning. Staff work in partnership with parents, carers and the local community to offer children rich, real-world experiences. Pupils will leave the Early Years Foundation Stage with the academic readiness for KS1 and an eagerness to explore, discover and take risks as curious, independent thinkers.</p>	<p>Children in Nursery and Reception learn through a mixture of independent play and engaging, high quality adult led teaching. Across Nursery and Reception, teachers plan ambitious provision that allows children to engage with exciting half-termly topics alongside their own lines of interest. Provision is carefully planned from Nursery through to the final term of Reception to ensure children meet new challenge and opportunities throughout their time with us. Play is developed through meaningful adult interactions that aim to develop whole child. Children are supported to take ownership of their own learning and become independent, inquisitive learners</p> <p>Children gain firm foundations in early literacy through robust phonics teaching using the Supersonic Phonic Friends scheme. Children in Nursery secure phonics foundations which allows them to excel when they begin to learn early letter sounds in the summer term before Reception. Reception children continue to develop their phonics knowledge through daily taught phonics lessons and targeted support groups. Children in Reception also develop their love for writing through Greg's Botrill's 'Drawing Club'. Daily lessons allow children to thrive as writers and imaginative story tellers as well as learning the focus skills needed to become confident writers.</p>   <p>Similarly, all EYFS children are introduced to early mathematical concepts in a sequential way through the White Rose Maths scheme. This mastery approach ensures confident, broad-thinking mathematicians that can then apply these taught concepts in the carefully planned maths provision.</p> <p>Elsewhere, children benefit from bespoke music and computing facilities and utilise the ground around school wherever possible. Access to nature and the outdoors is crucial to our EYFS curriculum and children benefit from regular out of school visits alongside weekly forest school sessions. These provide memorable, real-life experiences for children that inspire future learning and play.</p> <p>Home-school partnership is also prioritised during children's time in Early Years at Heron Hill. Parents and teachers work together to ensure children reach Good Level of Development during their time with us. Staff use Tapestry Learning Journal as a window into the classroom and parents share key learning from home via this platform too. Parents are frequently welcomed into the classroom with regular stay and play session and parent workshops.</p>	<p>All children across Nursery and Reception make exceptional progress regardless of the varying starting points. Children are well-equipped for KS1 and take pride in their learning 'adventures'. They know the wonder of discovering something new which continues with them into all of their future learning.</p> <p>Staff use their expertise to move children forward in the moment and by using timely assessment. Teachers use their initial baseline assessment to meet the needs of all children. This then continues with ongoing formative reviews of children's progress, including termly meetings with the phase leader. Teachers moderate learning in house and with external agencies and report this to parents. Teaching is wholly inclusive and children with SEND make fantastic progress due to an inclusive partnership with school SEND staff and outside agencies.</p> 

Nursery Curriculum Overview- Curriculum content, study texts and key skills taught



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Topics, Interests and Possible Lines of Enquiry	Topic: All About Me Autumn & Harvest Halloween	Topic: Traditional Tales Diwali Bonfire Night Remembrance Day Children in Need	Topic: People Who Help Us Chinese New Year NSPCC Number Day Valentine's Day	Topic: In the Garden World Book Day Pancake Day Red Nose Day Mother's Day	Topic: Dinosaurs Earth day	Topic: Seaside and Holidays Father's Day Kenya Week Summer
Topic Key Texts	Elmer, Ten Little Fingers and Ten Little Toes, Super Duper You, Sulwe	Goldilocks, The Gingerbread Man, The Three Little Pigs	Busy People series, Non-fiction books, A Superhero Like You, Real Superheroes, Supertato	Superworm, Mad About Minibeasts, The Very Hungry Caterpillar, The Tiny Seed	Dinosaur Roar!, The Dinosaur that pooped a planet, Harry and the Bucketful of Dinosaurs series, The Girl and the Dinosaur	The Rainbow Fish, What the Ladybird Heard at the Seaside, The Storm Whale, Clean Up, The Lighthouse Keeper's Lunch
Visits/ Experiences	Exploring school grounds (routines in preparation for future visits)	Walk to Kendal Parish Church– Nativity Walk to post box (Letters to Santa)	Visitors into school (police, fire fighters, mountain rescue, ambulance, post office worker etc)	Caterpillars and butterfly growing in Nursery Trip to a local garden centre	Egg hatching in Nursery	Sports Day Walk to Abbot Hall Play Park
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	See Maths Progression Map for overview of Maths learning					
Phonics	Supersonic Phonic Friends: Firm Foundations– Aspect 1 Environmental Sounds	Supersonic Phonic Friends: Firm Foundations– Aspect 2 Instrumental Sounds	Supersonic Phonic Friends: Firm Foundations– Aspect 3 & 4 Body Percussion & Rhythm and Rhyme	Supersonic Phonic Friends: Firm Foundations– Aspect 5 & 6 Alliteration & Voice Sounds	Supersonic Phonic Friends: Firm Foundations– Aspect 7 Oral Blending & Segmenting	Supersonic Phonic Friends: The Basics 2 Group 1 (s, a, t, p) & Group 2 (i, n, m, d)
Understanding the World	See EYFS Understanding the World Overview for full detail of learning opportunities.					




Reception Curriculum Overview- Curriculum content, study texts and key skills taught

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Topics, Interests and Possible Lines of Enquiry	Topic: All About Me Autumn & Harvest Halloween	Topic: Into the Woods Diwali Bonfire Night Remembrance Day Children in Need	Topic: To Infinity and Beyond (Space) Chinese New Year NSPCC Number Day Valentine's Day	Topic: In the Garden World Book Day Pancake Day Red Nose Day Mother's Day	Topic: How Things Work Earth day	Topic: Around The World Father's Day Kenya Week Summer
Visits/ Experiences	Wordsworth workshop	Zoolab visitor				Sports Day
Literacy	See Literacy Progression Map for overview of Literacy (Drawing Club) learning					
[Phonics– Supersonic Phonic Friends]	Supersonic Phonic Friends Firm Foundations/Basics 2 Solidify Nursery phonics learning using Firm Foundations Begin Basics 2– Recognise, build, read & write at least one spelling for the first 19 speech sounds in the	Supersonic Phonic Friends Basics 2 Use Tricky Tess to introduce common exception words (l, is, to, the, no, go, has, his, as, of, into)	Supersonic Phonic Friends Basics 2/3 Recognise, build, read and write one spelling for the 44 sounds of the English language.	Supersonic Phonic Friends Basics 3 Use Tricky Tess to introduce common exception words (her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out)	Supersonic Phonic Friends Basics 3/4 Recognise, build, read and write adjacent consonants and polysyllabic sounds.	Supersonic Phonic Friends Basics 4 Use Tricky Tess to introduce common exception words (were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this)
Maths	See Maths Progression Map for overview of Maths learning					
Understanding the World	Science focus: The Five Senses <ul style="list-style-type: none"> Know about similarities and differences in relation to each other. RE focus: What makes us special? Computing focus: Devices	Science focus: Materials <ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things. RE focus: Why do we have celebrations? Computing focus: Devices	Science focus: Colour, light and reflections <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. Ask questions about aspects of their familiar world. RE focus: Why are stories special? Computing focus: Digital Painting	Science focus: Plants <ul style="list-style-type: none"> Understand what makes a plant, how to label a plant and how to look after a plant. Understand the differences between vegetables and plants RE focus: What makes something special? Computing focus: Digital Painting	Science focus: Forces <ul style="list-style-type: none"> Talk about why things happen and how things work. RE focus: What makes a place special? Computing focus: Programming with Beebots	Science focus: Summer <ul style="list-style-type: none"> Show care and concern for living things. Understand the impact their behaviour can have on the environment. RE focus: What makes our world wonderful? Computing focus: Programming with Beebots
	All About Me: Children will talk about the lives of the people around them and their roles in society Children will know some similarities and differences between things in the past and now as they explore how they have grown and changed. Children will describe their immediate environment and, where appropriate, use maps, as they look at	Into the Woods: Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps as they explore the woods around them. Children will explore the natural world around them, making observations and drawing pictures of animals and plants.	To Infinity and Beyond (Space): Children will Know some similarities and differences between things in the past and now as they explore how space travel has changed over time. Children will explore the world around them as they learn about planets and the solar system.	In the Garden: Children will observe the natural world around them, observing important processes and changes in the natural world as they plant and grow across the half term.	How Things Work: Children will explore similarities and differences between things in the past and now as they learn about how technologies work in the present day. Children will unpick processes and cause and effect as they think about how things work and why things happen.	Around the World: Children will describe their immediate environment and compare these to other cultural communities in this country, drawing on their experiences as they focus on different communities around the world.
Seasonal change explored through weekly Forest School sessions and during Science lessons each half term.						

Reception Literacy Progression Map—Curriculum content, study texts and key skills taught

Writing Skills Key: **Sentence Structure & Punctuation** / **Text Structure & Organisation** / **Composition & Effect**



	AUTUMN (13 weeks)		SPRING (12 weeks)		SUMMER (12 weeks)	
Wider curriculum topics:	All About Me	Into the Woods	To Infinity and Beyond (Space)	In the Garden	How Things Work	All Around the World
Special Events	Bonfire Night	Remembrance Day Diwali Christmas	Chinese New Year Mother's Day	Easter	Father's Day	Eid Kenya Week
Drawing Club Stimuli  <i>Special events may be used as stimuli alongside Drawing Club texts</i>	Books: <ul style="list-style-type: none"> Super-Duper Me Mixed Have you filled a bucket? Tales: <ul style="list-style-type: none"> The Little Red Hen Rosie's walk Animations: <ul style="list-style-type: none"> Road Runner 	Books: <ul style="list-style-type: none"> Wide Awake Hedgehog The Gruffalo Where the Wild Things Are Tales: <ul style="list-style-type: none"> The Gingerbread Man Animations: <ul style="list-style-type: none"> Dragon in Reception! 	Books: <ul style="list-style-type: none"> Supertato Aliens Love Underpants Q Pootle 5 Tales: <ul style="list-style-type: none"> Jack and the Beanstalk Goldilocks Animations: <ul style="list-style-type: none"> Little Bang 	Books: <ul style="list-style-type: none"> What the ladybird heard First day at bug school Tales: <ul style="list-style-type: none"> The Three Billy Goat's Gruff The enormous turnip (tale/animation) Animations: <ul style="list-style-type: none"> Jojo and Gran Gran—planting 	Books: <ul style="list-style-type: none"> How things work (Simple Machines—page 1) Tales: <ul style="list-style-type: none"> Elves and the Shoemaker Three Little Pigs Animations: <ul style="list-style-type: none"> Graces Amazing Machines—recycling machines BBC— Fantastic Flying Machines 	Books: <ul style="list-style-type: none"> Monkey Puzzle Handa's Surprise Tales: <ul style="list-style-type: none"> Tiddalik the Frog Rama and Sita Animations: <ul style="list-style-type: none"> BBC- Go Jettlers Maasai Mara National Park
Extended Write Task	<i>Explicit writing tasks at the end of each half term to run alongside Drawing Club writing. This may include:</i> Labelled or captioned picture <ul style="list-style-type: none"> Children use phonics learning to write words with meaning 		Writing a list <ul style="list-style-type: none"> Children to write multiple words 	Character/Setting Description <ul style="list-style-type: none"> Children to write at least 1 sentence/phrase 	Set of Instructions <ul style="list-style-type: none"> Children to write sentences/phrases independently 	Story Retelling <ul style="list-style-type: none"> Children to write multiple sentences
Focus skills for Writing:	Link the letters of the alphabet with the corresponding phoneme. Name writing and letter formation. Recognise and say sounds represented by graphemes. Retell stories and narratives. Use writing to support their play. Make purposeful marks and talk about their meaning. Include letter-type shapes when mark making, developing to letters once applicable.	Write simple captions with words with known sound-letter correspondences. Spell words by identifying the sounds and writing the sounds with letters. Consistently use a tripod grip when mark making with a dominant hand. Write recognisable letters , most of which are correctly formed.	Use writing to communicate thoughts, ideas experience and events. Begin to form capital letters correctly when applicable. Begin to understand that sentences begin with capital letters and end with full stops . Begin to use finger spaces to separate words in phrases/sentences. Write all known letter sounds with correct formation. Writing on a line	Write simple phrases and sentences with words with known sound-letter correspondences that can be read by others. To use harder to read and spell words independently within their writing. Use writing to communicate thoughts, ideas experiences and events. Writing using lines (Move to lined Drawing Club books)	Write sentences with words containing known sound letter correspondence and capital letters, finger spaces and full stops . Apply to writing new knowledge and vocabulary from reading non-fiction books. Write simple phrases and sentences that can be read by others.	Articulate their ideas and thoughts in well-formed sentences and describe events in some detail. Extend sentences using conjunctions.
	Purposeful mark makers →	Recognisable letters and captions →	Early sentence formation Beginning to use sentence punctuation →	Sentence writers →	Confident sentence writers →	Developed, extended writers