



Sketchley Hill  
Primary School

Curiosity Curriculum



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Primary School

Year FS Autumn Term

# What is important to me?



We will learn about many people, places and events which are important to us.



## Early Years Foundation Stage Curriculum Notes

2025-2026

We hope that you will find this information useful as it explains the broad topics and teaching and learning that will take place in the Foundation Stage between now and Christmas. This is, however, simply an overview as we endeavour to plan according to the children's needs and interests.

Our first priority is to support the children as they settle into school life. Throughout the first few weeks we will introduce and reinforce routines of the school day. We will also learn about each other through the 'Me & My World' books the children will complete at home throughout the year. Our aim is to provide a happy and secure, yet challenging, environment in which the children feel safe and are inspired and motivated to learn.

Using our themes to develop skills and concepts across the curriculum is an essential feature of our work in the Early Years. It is the reason why we talk about 'learning areas' rather than discrete curriculum subjects. Through our Curiosity Curriculum themes we cover all aspects of learning as detailed in the Early Years Foundation Stage Framework. Our theme this term is: 'What is important to me?'.

### Personal, Social and Emotional Development

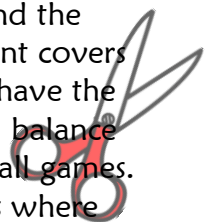
One of the most important skills children need in their learning is the ability to work together collaboratively and cooperatively. Throughout this year, we will be encouraging the children to make new friends, develop existing relationships and support each other through an exciting but potentially anxious time. We look at the importance of sharing, taking turns and discuss with the children who they can talk to if they are worried or concerned about anything at school. This will be done through games, role play and circle times, focused carpet sessions and on a more informal basis as the time or need arises. We will also encourage the children to keep themselves healthy.

### Communication and Language

We will provide plenty of opportunities for the children to listen attentively in a range of situations, responding to what they hear with relevant comments, questions or actions. We encourage them to express themselves clearly developing an awareness of the listener and building confidence in speaking in a familiar group. Asking questions, talking about events and following instructions are all an intrinsic part of our daily routines and activities.

### Physical Development

We will be following the 'Real PE' programme this year which is a value-based approach to physical education. Our first topic aims to develop the children's personal skills needed to succeed in their physical development. Some of these learning objectives include, following simple instructions and working on simple tasks independently. Once again physical development extends beyond the taught lessons and is present in all areas of our setting. In Early Years physical development covers both gross and fine motor skills, and large and small-scale movements. The children will have the opportunity to develop large muscle movements through activities including pedal bikes, balance bikes, climbing apparatus, dancing and everyday activities such as gardening or playing ball games. Similarly, fine motor control will be developed through the use of manipulative activities where hands or tools are used to effect changes to materials such as play-dough, or through tasks involving threading, sewing, scissor skills, construction, cooking, drawing and colouring.



## Literacy

We will be introducing children to our Phonics programme Read Write Inc which develops early literacy skills and supports the children in hearing, saying, recognising and using sounds in their independent reading and writing. We give the children opportunities to read and write both independently and with adult support. We value all aspects of writing, from early mark making to forming recognisable letters and sentence writing. We develop the children from their own starting point and move them forward at an appropriate pace. We make writing motivating and fun, for example the children have the opportunity to role play as police officers and traffic wardens, and write speeding tickets for their friends who may be riding the bikes too fast! Writing is evident in every area of our setting and is not taught simply through focused activities.

Similarly, reading is developed at the pace of the children. They bring home two books from school on a weekly basis and will be introduced to various different texts, fonts, and genres. They also choose a book from the library collection that they would like to share at home. Reading is taught through whole class shared reading as well as in small groups during our Guided Reading sessions. We greatly appreciate any help you are able to give your child. We cannot emphasise enough the importance of spending time sharing books and reading to your child as you are continually modelling the appropriate skills for them when you read. Developing a love of books, story-telling and reading helps your child to build the skills needed to become an independent reader.

## Mathematics

Mathematics will be taught through the NCETM Maths Mastery scheme of work. This programme aims to develop the children's mathematical skills at a deeper level which helps them become more fluent and efficient in their mathematical problem solving. We will develop counting, number recognition and mathematical skills through a variety of songs and activities often using real life contexts. Our aim is to develop problem solving and numeracy throughout the day and in all areas of the setting as part of their independent play in addition to our more focused maths sessions. The children will have ample opportunity to play and build with shapes as they develop their spatial awareness and experiment with different problem-solving concepts.

## Understanding the World

Our work in this area will focus around our environment, community and our past as we talk about similarities and differences. We will also look at our country and other countries, using stories and non-fiction to help us, and make observations of plants and animals. We aim to develop a broad area of skills and provide a wide range of experiences for the children. Children will be developing and using their technology skills in various ways too.

## Expressive Arts and Design

Our creative areas will provide opportunities to explore different materials, tools and techniques. We will encourage the children to experiment with a wide range of resources from paint and pens to tissue paper, chalks, sponges and everyday objects, using a variety of different tools. Children are encouraged to use their imaginations and develop attention to detail in their chosen activities. We will also enjoy a wide range of stories, songs, rhymes and poems to inspire their role playing.

If you are unsure of anything please ask! Staff are always happy to speak to you if you have any questions or concerns. As it is very busy at the beginning and end of the day and it is not always possible to speak to us then, please feel free to email or phone the office to make an appointment for a more convenient time.

There are times when staff will have set up the activities in the outdoor area for the children to use. Please support us in this by not allowing younger siblings to use these activities or play on the equipment before or after school.

All the children will need their book bags (containing reading books and the Busy Bee folder) in school every day. It would be really helpful if your child could practise putting on and fastening his/her coat at home. This will increase their independence and save much time at playtime and at the end of the school day. Please ensure all property, including school uniform, coats, shoes, bags, water bottles and lunchboxes are visibly named so they can be identified quickly. We will always try to return lost property; however, this is extremely difficult if it is not named.

We appreciate your support and are looking forward to continuing our partnership with you.

Thank you,

Mrs Parker, Mrs Emmerson and Miss Burgess

(The Foundation Stage Team)

