

### PSED (Personal, Social and Emotional Development)

- Daily Special Person
- Daily Circle / small group times
- Snack times / Tidy up times
- Prayer times
- PSHE stories, songs, videos
- Daily handwashing, sanitising routines
- Encouraging independence in toileting before using adult support
- Toast day

### EYFS Curriculum

Broad theme: Real life super heroes

Spring 1 2026



### C&L (Communication and Language)

Core Texts: Non-fiction (people who help us)  
*The Jolly Postman*

- Daily story time
- Short focused activities
- Reinforce positive communication
- Singing rhymes/ story & non-fiction books.
- Talk about different characters and what they are doing.
- Talk about themselves and their families.
- Develop communication that can be understood by others.
- Know that stories have different characters - real and pretend.
- Know to sing words clearly so that they are audible.
- Know that it is OK to talk to others about wants and needs
- Vets role play area

### PD (Physical Development)

#### Gross Motor

- Daily outside play on large equipment
- Parachute games
- Bikes & scooters
- Running track

#### Fine Motor: Pinching, tweezing and twisting/ Cutting and spreading

- Play-dough / gloop
- Using one handed tools
- Use their knives and forks to eat
- Construction area
- Spreading butter onto toast
- Mark making / painting/ chalks/
- Colour mixing
- Tuff tray activities
- Weaving - sticks and wool / pipe cleaners
- Pre-writing patterns

### Don't forget ...

- A spare change of clothes, labelled, to stay in school
- Check **all clothes are labelled**
- **Named wellies** to stay in school
- Water bottles sent into school daily - water only
- Regular Tapestry updates from school - feel free to add your own messages and photos
- Check your parentmail account regularly
- Visit our school website for further information  
[www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)
- We will also tweet on Twitter - @CorbridgeFirst

### UW (Understanding the World)

- Christian values/ Prayers
- Weekly Jack in the Box worship
- People who help us - jobs and roles
- Science week - forces
- Changes of state
- Positive attitudes towards differences
- Seasonal changes
- Days of the week
- Vets role play/small world construction
- Explore the environment - what do you see?

## Literacy

- Understand the five key concepts about print:  
- print has meaning, print can have different purposes, we read English text from left to right and, from top to bottom, naming of the different parts of a book, page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
- Ask questions and engage in extended discussion about stories, learning new vocabulary around the topic of real life heroes.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately

## Mathematics

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones - an arch, a bigger triangle, etc.
- Describe a familiar route.
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Show 'finger numbers' up to 5.
- Subitise one, two and three objects (without counting).
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.

## Expressive arts and design

- Making real life heroes and their equipment from different materials & media
- Painting and printing with different media
- Primary Colour mixing
- Tuff tray investigations
- Make marks intentionally/ Hold and use drawing tools
- Express ideas and feelings through making marks
- Explore different materials using senses
- Manipulate and play with different materials.
- Make simple models
- Show attention to sounds and music
- Weekly music sessions with Mr. Reed
- Movement and dancing to music.
- Phrases and actions in rhymes and songs.
- Making sounds/ Join in with songs & rhymes
- Make rhythmical, repetitive sounds.
- Explore sound makers & instruments
- Start to develop pretend play, pretending that one object represents another.

### Help at home by ....

- Encourage independence: Putting coats on/off, washing hands after the toilet etc.
- Developing Good Listening Skills: talking at meal times, playing eye-spy, rhyming words.
- Encourage Number Language: Can you put 6 apples in the trolley? Count the stairs going up to bed. Forwards and backwards counting, Finding 5 ducks in the bath.
- Investigate the World Around You: Find and talk about wildlife, are there differences on different days or between day and night?
- Move Your Body: Develop their gross motor skills by playing in the park, swimming, bike riding.
- Developing Imagination and Creativity: make a den, dress up, talk about colours, bake, dance!
- Read - EVERYDAY: reading just one book a day has a lasting impact on their development (Pan Macmillan, 2020).