

The Round House Primary Academy

EYFS Curriculum

2025 - 2026



Throughout the children's time in Pre-school at The Round House Primary Academy, our children will be supported to enhance their holistic development by working with the Pre-school community in a fun and purposeful way. Children aged three+ are welcome to participate in our My Smile Tooth Brushing Programme to promote oral care. We promote a safe, inclusive and stimulating environment, which links to the EYFS. Both spontaneous and planned experiences are catered to meet the children's individual needs. We aim to provide a wide variety of experiences and opportunities through child-initiated play, alongside high-quality adult interactions and adult-led activities. We are an accredited Forest School Setting.

Early Years – Intent, Implement and Impact Curriculum Statement

Intent	Implement	Impact
Our EYFS intent is: - To create a happy, safe and nurturing environment where children develop their independence as learners. - To provide a curriculum which is exciting and motivates children to love learning. - To ensure that learning is accessible for all and that children's individual progress is valued. - To provide a stimulating indoor and outdoor environment where children safely explore risks and challenge their own learning. - To work closely and collaboratively with parents in order to ensure that home experiences are valued and develop a true reflection of the whole child. - To effectively prepare children for the next stage in their school life.	Across our EYFS, we follow the Early Years Statutory Framework. This Framework specifies the prime and specific areas of learning we must cover in our curriculum. In Pre-school, our main focus is on the 3 Prime Areas: - Personal, Social and Emotional Development - Physical Development - Communication and Language Development In Reception, we consolidate the skills within the Prime Areas, alongside developing the Specific Areas of learning: - Literacy - Mathematics - Understanding the World - Expressive Arts and Design We also incorporate the Characteristics of Effective Learning into all teaching and learning experiences. The children are taught the skills required in the EYFS through weekly or half-termly topics, which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to wonder and ask questions about what they are learning and this information is used to plan subsequent lessons. Parents are regularly informed about their child's progress through Tapestry. At The Round House, we promote a language-rich curriculum across our Pre-school and reception classes and know that this is essential to the successful acquisition across the curriculum. The development of speech and language is embedded in all we do and in both Pre-school and Reception, we follow the Little Wandle Foundation for language programme.	Through the delivery of a well-planned, child-led and challenging curriculum, we aim that the pupils will leave the EYFS as independent learners, with transferrable skills needed to start Key Stage One. This will be measured at the end of Reception as to whether the pupils have achieved a Good Level of Development. We aim that pupils will leave our Foundation Stage ready for the next stage in their education and ready for year 1 by being able to: - Use their phonic knowledge to read accurately with increasing speed and fluency. - Write correctly punctuated simple sentences. - Understand and use numbers competently and confidently. - Have good personal, physical and social skills. - Enjoy, listen attentively and respond with comprehension to familiar stories and rhymes. - Demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment. - Be resilient learners who are keen to learn and are proud of their achievements.

Skills, Knowledge and Understanding

	PSED	C&L	PD	L	M	UW	EAD
Two - Three Year Olds	Exploring the environment, interacting with others and playing confidently while their parent/carer or key person is close by. Showing empathy by offering comfort that they themselves would find soothing, e.g. their dummy. Enjoying playing alone and alongside others and being interested in playing with other children.	Listening to and enjoying rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. Enjoying rhymes and demonstrating listening by trying to join in with actions or vocalisations. Paying attention to their own choice of activity, but may move quickly from activity to activity. Selecting familiar objects by name, finding objects when asked or identifying objects from a group. Understanding simple sentences, e.g. 'throw the ball'. Beginning to put two words together, e.g. 'want ball' or 'more juice'.	Looking closely at small items and creatures and noticing items at a substantial distance, comfortably changing focus from one to the other. When holding crayons, chalks etc, making connections between their movements and the marks they make. Using gesture and body language to convey needs and interests and to support emerging verbal language use.	Being interested in and anticipating events in books and rhymes and may have favourites. Beginning to join in with actions and sounds in familiar songs and books. Beginning to understand the cause and effect of their actions in mark making. Knowing that the marks they make are of value. Enjoying the sensory experience of making marks.	Comparing amounts, saying 'lots', 'more' or 'same'. Counting in everyday contexts, sometimes skipping numbers. Completing inset puzzles. Noticing patterns and arranging things in patterns. Comparing sizes, weights, etc. Using gesture and language, e.g. 'bigger', 'little', 'small', 'high', 'low', 'tall', 'light' and 'heavy'.	Exploring materials with different properties. Exploring and responding to different natural phenomena in their setting and on trips. Making connections between the features of their family and other families.	Anticipating phrases and actions in rhymes and songs, e.g. 'Peepo'. Starting to make marks intentionally. Starting to develop pretend play, pretending that one object represents another. E.g. a child holds a wooden block to their ear and pretends it is a phone. Exploring different materials, using all of their senses to investigate them. Manipulating and playing with different materials.

		Beginning to ask simple questions.					
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Skills, Knowledge and Understanding

	PSED	C&L	PD	L	M	UW	EAD
Three – Four Year Olds	Understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. turning a book to face others so they can see it Showing empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. offering a child a toy they know they like. Beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeking out others to share experiences with and choosing to play with a familiar	Listening to others in one-to-one or small groups, when conversation interests them. Listening to familiar stories with increasing attention and recall. Responding to instructions with more elements, e.g. 'give the big ball to me, collect up all the blocks and put them in the box'. Beginning to understand why and how questions. Using longer sentences, e.g. 'mummy gonna work'.	Turning pages in a book, sometimes several at once Showing increasing control in holding, using and manipulating a range of tools and objects, such as tambourines, jugs, hammers, and mark making tools. Holding mark making tools with thumb and all fingers.	Listening to and joining in with stories and poems, when reading one-to-one and in small groups. Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured, and to tell own stories.	Developing fast recognition of up to 3 objects, without having to count them individually (subitising). Reciting numbers past 5. Talking about and exploring 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids, using informal and mathematical language, e.g. 'sides', 'corners', 'straight' and 'flat'. Extending and creating AB patterns, e.g. stick, leaf, stick and leaf.	Using all of their senses in hands on exploration of natural materials. Exploring how things work. Understanding the key features of the life cycle of a plant or animal. Continuing to develop positive attitudes about the differences between people.	Beginning to develop complex stories using small world equipment like animals, dolls, dolls house, etc. Creating closed shapes with continuous lines and beginning to use these shapes to represent objects. Exploring colour and colour mixing. Remembering and singing entire songs.

	friend or a child who has similar interests.						
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Skills, Knowledge and Understanding

	PSED	C&L	PD	L	M	UW	EAD
School Readiness Goals	I play with at least one or more children, extending and elaborating my ideas. I follow rules and can understand why they are important. I can talk about my feelings. I can share and take turns in a group. I am independent when meeting my own personal needs. I know and understand the important of healthy life choices.	I understand questions or instructions that have two parts. I am able to talk about rhyme and books, and re-tell a story. I can use sentences of 4-6 words. I can use talk to organise both my play and myself. I can listen attentively and respond to what I hear.	I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I can use a comfortable grip with good control when using pens and pencils. I can get dressed and undressed independently.	I can spot and suggest rhymes. I can count or clap syllables in a word. I can recognise words with the same initial sound. I can engage in extended conversations about stories, learning new vocabulary. I can use print and letter knowledge in my early writing.	I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). I can solve real world mathematical problems with numbers up to five. I can make comparisons relating to size, length, weight and capacity.	I understand the need to respect and care for the natural environment and all living things. I know that there are different countries in the world. I can talk about the differences I have either experienced, read about or seen in photos.	I can explore different materials freely, in order to develop my ideas about how to use them in the different creations I make. I know and can sing a few nursery rhymes and songs.

Autumn A (7 weeks)

Topic Overview	All About Me
Key Themes	Feelings Important people to me My body Healthy habits Autumn
Texts	Kindness Makes Us Strong - Sophie Beer (2-3 Years) Amazing - Steve Anthony Hello, Friend - Rebecca Cobb Daisy's Daisy's Dragons: A Story about Feelings - Frances Stickley
Festivals/Celebrations/Visits/School Events	We reflect upon our new intake of children each year and aim to recognise their festivals and celebrations. Below is a list of examples and is not limited. National Fitness Day Yom Kippur International Walk to School Month

Autumn B (8 weeks)

Topic Overview	Transport / Journeys
Key Themes	Space Celebrations Winter
Texts	Car, Car, Truck, Jeep - Katrina Chaman All Through The Night - Polly Faber The Train Ride - June Crebbin
Festivals/Celebrations/Visits/School Events	Diwali Bonfire Night Remembrance Day World Nursery Rhyme Week Anti-bullying week St Andrews Day Hanuka

Spring A (6 weeks)

Topic Overview	Traditional Stories
Key Themes	Role-play Re-calling stories Stranger danger
Texts	The Three Little Pigs Goldilocks and the Three Bears The Enormous Turnip Monster Clothes - Daisy Hirst (Two - Three Year Olds)
Festivals/Celebrations/Visits/School Events	Lunar New Year National Storytelling Week Safer Internet Day Random Act of Kindness Day Shrove Tuesday

Spring B (5 weeks)

Topic Overview	Animals
Key Themes	Farm Zoo Under the Sea Chicks (lifecycle) New animals Spring
Texts	Driving in my Tractor - Jan Dobbins Dear Zoo - Rod Campbell The Very Hungry Caterpillar
Festivals/Celebrations/Visits/School Events	Ramadan World Book Day Holi St. Patrick's Day Eid Easter

Summer A (6 weeks)

Topic Overview	Around the World (Cultural/Geographical)
Key Themes	Different cultures Learn about countries Languages Family engagement
Texts	Errol's Garden - Gillian Hibbs Where is Lenny - Alanna Max Lulu Loves The Library - Anna McQuinn
Festivals/Celebrations/Visits/School Events	Earth Day St. George's Day Vesak

Summer B (6 weeks)

Topic Overview	Wonderful World (Science/Nature)
Key Themes	Experiments Investigations Transitions School readiness
Texts	Octopants - Suzy Senior We're Going on a Bear Hunt - Michael Rosen The Colour Monster - Anna Llenas
Festivals/Celebrations/Visits/School Events	World Ocean Day Careers week (1 week)