



**EYFS – Little Pickles  
Key Features Curriculum**

Rooted in our Christian understanding of life in its fullness, NCSF schools are safe, aspirational learning communities where all are nurtured and cherished to shine and flourish as lights in the world.

<b>School Values</b>	Thankfulness	Trust	Perseverance	Responsibility and justice	Creativity	Truthfulness
	Generosity and service	Compassion	Courage	Forgiveness	Friendship	Reverence and respect
<b>British Values</b>	Mutual Respect and Tolerance		Liberty	Democracy	Rule of Law	
<b>Whole School Wellbeing</b>	<ul style="list-style-type: none"> <li>• Daily check in</li> <li>• Individual, group and whole class relational practice</li> <li>• Emotional coaching</li> </ul>					
<b>Whole School Enrichment</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<ul style="list-style-type: none"> <li>• Harvest festival</li> <li>• Christmas</li> <li>• Divali</li> <li>• Roald Dahl Day</li> </ul>		<ul style="list-style-type: none"> <li>• Easter</li> <li>• Chinese New Year</li> <li>• Shrove Tuesday</li> <li>• Mother's Day</li> </ul>		<ul style="list-style-type: none"> <li>• Father's Day</li> <li>• School Production</li> <li>• Sports Day</li> </ul>	
<b>Little Pickles Big Question Cycles</b>						
	<b>Me</b>	<b>Animal</b>	<b>Location</b>	<b>History</b>	<b>Farming</b>	<b>Fairy tale</b>
<b>The Big Question Year A</b>	<b>What's my story?</b>	<b>Who lives at the north and south poles?</b>	<b>What happens when the land meets the sea?</b>	<b>Who would you be in the past?</b>	<b>Why are insects so important?</b>	<b>The Gingerbread man.</b>
<b>People who flourish (Year A)</b>	Parents/carers/family members	Tom Crean (Polar explore with Robert Scott)	Mondrian	The Royal Family	Local conservationist/ bee keeper	Local nurse, doctor, police, fireman



						(linked to Reception)
<b>Key Text for topic Year A</b>	The Invisible String The Colour Monster If all the world were ...	Tom Crean the Brave Explorer Poles Apart Nativity Story and Christmas stories	What the Ladybird Heard at the Seaside. Sharing a Shell Ruby's Worry	The Queen's Hat The Knight who wouldn't fight Cinderella	The Very Hungry Caterpillar The Crunching Munching Caterpillar Honey Bee's Busy Day	The Gingerbread Man The Owl and the Pussy Cat The Colour Monster goes to school
<b>The Big Question Year B</b>	<b>What's my story?</b>	<b>What can you find under the sea?</b>	<b>Where do we live?</b>	<b>What happened to the dinosaurs?</b>	<b>Where does our food come from?</b>	<b>Jack and the beanstalk.</b>
<b>People who flourish (Year B)</b>	Parents/carers/family members	David Attenborough	Local nurse, doctor, police, fireman (linked to Reception)	Julia Donaldson	Local farmer (site specific)	Alma Thomas (BAME artist)
<b>Key Text for topic Year B</b>	The Invisible String The Colour Monster Incredible You	The Snail and the Whale Commotion in the Ocean Nativity Story and Christmas stories	Handa's Surprise On the Way Home Ruby's Worry	Zog Dinosaur roar Dinosaurs love underpants	A squash and a squeeze Rosie's Walk Each peach Pear Plum	Jack and the Beanstalk Jasper's Beanstalk The Colour Monster goes to school
<b>The Big Question Year C</b>	<b>What's my story?</b>	<b>Who lives in the jungle?</b>	<b>What is in space?</b>	<b>What is the greatest invention?</b>	<b>How can we grow our own food?</b>	<b>Three Little Pigs</b>
<b>People who flourish (Year C)</b>	Parents/carers/family members	Kandinsky	Tim Peake	Orville and Wilbur Wright (airplane)	Local farmer/gardener (site specific)	Local builder



<b>Key Texts for topic Year C</b>	The Invisible String The Colour Monster Where are you from?	The Selfish Crocodile Tinga Tanga Tales Nativity Story and Christmas stories	Alien's love underpants Whatever Next Ruby's Worry	The Great Balloon Hullabaloo The Train Ride Emma Jane's Aeroplane	Russel the Sheep Oliver's Vegetables Farmer Duck	The Three Little Pigs Three Billy Goats Gruff. The Colour Monster goes to school
<b>Prime and Specific Areas focus and routines</b> (use in conjunction with skills progression document and termly critical pathways)						
<b>Literacy focus and daily/weekly routines</b>	<u>Focus:</u> Our names and recounting events <u>Daily:</u> Phonics and sound of the week  <u>Weekly routines:</u> Weekend circle and weekend drawings Preschooler name writing	<u>Focus:</u> Rhythm and repetition <u>Daily:</u> Phonics and sound of the week  <u>Weekly routines:</u> Weekend circle and weekend drawings Preschooler name writing	<u>Focus:</u> Rhyming and story telling  <u>Daily:</u> Phonics and sound of the week  <u>Weekly routines:</u> Weekend circle and weekend drawings Preschooler name writing	<u>Focus:</u> Alliteration and rhyme <u>Daily:</u> Phonics and sound of the week  <u>Weekly routines:</u> Weekend circle and weekend drawings Preschooler name writing	<u>Focus:</u> Instructions and explanations <u>Daily:</u> Phonics and sound of the week  <u>Weekly routines:</u> Weekend circle and weekend drawings Preschooler name writing	<u>Focus:</u> Orally segmenting and blending  <u>Daily:</u> Phonics and sound of the week  <u>Weekly routines:</u> Weekend circle and weekend drawings Preschooler name writing
<b>CL daily/weekly routines</b>	Register and emotions check in Weekend Circle Show and Tell Helicopter Stories VIPERS					



<p><b>PSED</b></p>	<p>Settling – The Invisible String Routines and rules Making new friends Our bodies – body parts Mood monsters – recognising and expressing emotions</p>		<p>Sharing and conflict resolution Ruby’s Worry – sharing worries Our bodies – sleep Hygiene – hand washing, coughs and sneezes Mood monsters – recognising and expressing emotions</p>		<p>Food and healthy choices Our bodies - Teeth hygiene Transition and growing up Mood monsters – recognising and expressing emotions</p>	
<p><b>PD activities</b></p>	<p><b>Fine motor:</b> Squiggle whilst you wiggle Dough disco Pegs to paper exploration available Weekly finger gym focus – tweezers, scissors, small tools, threading</p> <p><b>Gross motor:</b> Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games</p>					
<p><b>Mathematics focus</b> (skills focused to age and ability of groups using NCSF maths Sol)</p>	<p>Recognising and matching colours Sorting Patterns</p>	<p>Size Counting principles Comparing</p>	<p>Number One Number Two Number Three</p>	<p>Number Four Number Five Number six</p>	<p>Shapes My Day Length and height</p>	<p>Weight Capacity Positional language</p>



<p><b>Understanding the World Skill focus</b></p>	<p><b>Past and Present:</b> Our family history Talk about the lives of the people around them</p> <p><b>People, communities and culture:</b> Where do we come from? How we are all unique (similarities and differences in people)</p> <p><b>Natural World:</b> Forest Friday/forest school routines Autumn- seasonal change</p>	<p><b>People, communities and Culture;</b> Describe animals in their immediate environment and compare to a different environments using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><b>Natural World;</b> Use sense to explore Changes they can notice Melting and freezing – snow, ice, water</p>	<p><b>Past and Present:</b> How places have changed over time. Developments in technology and land use</p> <p><b>People, communities and culture;</b> Comparing different places (countries, town/cities, cost/in land/ plants in the solar system)</p> <p><b>Natural World;</b> Contrasting environments Different countries in the world Different plants conditions</p> <p>Winter - seasonal changing.</p>	<p><b>Past and Present;</b> Similarities and differences about things in the past</p> <p><b>People, communities and culture;</b> Difference in cultures and communities Talk about other countries Similarities and differences between traditions within families, countries and communities Roles in society</p> <p><b>Natural World:</b> Drawing dinosaurs, dinosaur food Impact of inventions on the natural world</p>	<p><b>Past and Present:</b> Explore how things work (linked to farming/food production)</p> <p><b>People, communities and culture;</b> Interest in different occupations</p> <p><b>Natural world;</b> Seasons, plants, growing, life cycles of a plant</p> <p>Spring changes</p>	<p><b>Past and Present:</b> Jobs people might have, roles of people in society Changes over time to stories and settings/context</p> <p><b>People, communities and culture;</b> Traditions of storytelling Similarities and differences between cultural stories Characters lives</p> <p><b>Natural World:</b> Summer changes Difference between materials.</p>
<p><b>Expressive arts and design</b></p>	<p><b>Creating with materials:</b> Mark making with tools and body parts</p>					



**(linked to children's interests and fascinations, big questions and seasons)**

A range of materials available to manipulate inside and outside  
Construct with different materials (inside and outside)

**Being imaginative and expressive:**

Small world  
Nursery rhyme of the week  
Instruments and music  
Role play (guided and child-led)  
Props to enhance role play and retell stories

Harvest, Christmas and Easter Songs

**Role play Area:**

Permanent home corner  
Role play based on topic/children's interest