

EYFS Curriculum																	
Term		Autumn One		Autumn Two		Spring One		Spring Two			Summer One			Summer Two			
Theme		All about us!		It's Cold Outside!		Let's Explore... London!		Come Outside!			Amazing Animals!			People who help us!			
Lead Subject		PSED		Understanding of the World (Science)		Past and Present (History)		Art and Design			Understanding of the World (Science)			Understanding of the World (Geography)			
Enrichment Opportunities		Meeting New People School Staff visits and school walks		Nativity Walk to the Postbox Pantomime Visit		Tea Party with Family		Trip to Stanah Hills			Trip to a Farm			Emergency services visitors			
Focus Themed Book		The Colour Monster The Colour Monster goes to school Little Red Hen		Writing Fortnight	The Nativity	The Naughty Bus A Walk in London Big Picture Book of London by Rob Lloyd Jones		Oliver's Vegetables Jack & The Beanstalk			Dear Zoo Fiction- Minibeasts			Fiction- People who help us			
Key Text Choices: Discussion Text		The Smartest Giant Handa's Surprise Crayons of Emotions		Dogger Pink is for Boys Welcome		Tidy Tap the seasons Oi Frog		Lost & Found Ravi's Roar Sully the Seahorse			The Girl who loves bugs The Colour of us. The Three Super pigs			They The Odd Fish On our way home			
Writing Outcome (English)		Name writing Initial sounds		Writing CVC words Label objects		Write a caption	Write a CVC sentence	Write a simple sentence			Write a sentence using phase 3 sounds.			Write a sentence with improved vocabulary which includes some punctuation. - Capital Letters - Full Stops			
Reading Outcome (Reading)		Recognise some phase 2 sounds Recognise their own name Listen carefully to stories and rhymes		Reading CVC words Retell key events in stories		Start to identify diagraphs Segment and blend words and read tricky words matched to phonics level Talk about stories, rhymes and songs		Read a phase 3 caption and CVC sentences Describe key events in detail Make predictions about what happens next in stories					Match letters and sounds for at least 10 phase 3 diagraphs Read simple sentence books matched to phonics level Use new vocabulary throughout discussions				
Mathematics White Rose		Getting to know you		Just like me	It's Me 123	Light and Dark	Alive in 5!	Review and Revisit		Growing 678	Building 9 10	Review & Revisit	To 20 and beyond	First, now and then	On the move	Review & Revisit	Review & Revisit
	Mastering Number																
	Subitsing	Within 3		Within 5		5 and more Conceptual subitising		Doubles			When to subitise different arrangements			Consolidation			
	Cardinality, Counting and Ordering	Counting sequence Cardinality 1:1 correspondence		Cardinality of 5 Dice Patterns Numerals to 5		Counting beyond 20 Show me (fingers) Link Cardinality to numeral		Within 10 Counting Pattern beyond 20			Beyond 20						
	Composition	Within 4		Whole and Part		Within 6 Hidden parts 5 and a bit		Odd and Even Composition of numbers to 10			Composition of numbers to 10						
	Comparison	More than Less Than		Matching		Equal and unequal		"howmanyness" of a number Position of numbers			Order sets						
Celebrations				Diwali (12 th Nov 2023) Advent (3 rd Dec 2023)		Chinese New Year (10 th Feb 2023)		Ramadan – Eid (10 th March – 8 th April) Easter Story Good Friday (29 th March) Easter Sunday (31 st March)									
Unders tandin a of	Science	Understanding Autumn How to keep healthy		Explore melting of ice in seasonal changes and using salt and heat.		Cooking – Melting Chocolate and hardening – making chocolate lolly or crispy cakes. (Make for the party)		Identify different parts of the plant.			Teach the Life-cycle of a chick. Have chicks in school to observe.			Compare and contrast different materials using the EYFS vocabulary.			

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		Identify facial features.	<p>In water – explore the forces of water pushing floating objects up. Explore magnets and magnetic objects – How the forces come together.</p> <p>Vibration- Explore musical instruments and sounds creating vibrations.</p> <p>Provide opportunities to understand and explore floating and sinking.</p> <p>Understanding Winter</p>		<p>Grow plants & vegetables from a seeds and bulbs.</p> <p>What does a plant need to grow?</p> <p>Name different plants and flowers. Daffodil drawings. Trip to Stanah Hills to observe flowers and draw.</p> <p>Understand Spring Talk about the weather and seasonal changes</p>	Name animals which we are likely to see in and around our environment.	<p>Model observational and investigational skills. Ask out loud: “I wonder if...?”</p> <p>Objects feel and look different based on the material they are made from.</p> <p>Use different materials when painting and making art.</p> <p>Understanding Summer</p>
	History	<p>Understanding past and present including changes to themselves.</p> <p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p>		<p>Changing modes of transport over time.</p> <p>Landmarks in London have changed over time.</p>			<p>Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>
	Geography		<p>Different countries and lives at Christmas Talk about similarities and differences between UK and other countries - Chinese New Year- Diwali</p>	<p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children’s lives in other countries may be</p>	<p>Draw information from simple maps. Understanding and describing local environment.</p> <p>Features School Grounds Where things are, field etc.</p> <p>Simple Symbols – Colours</p> <p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising</p>		

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				<p>similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p> <p>Different countries and lives Talk about similarities and differences between UK and other countries - Chinese New Year</p>	<p>buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Different countries and lives Talk about similarities and differences between UK and other countries -Ramadan</p>		
	People & Communities	<p>Using examples from real life and from books, show children how there are many different families.</p>	<p>Understand that some places are special to members of their community.</p> <p>Link to The Nativity</p> <p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>	<p>Chinese New Year-</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p>		<p>Wider World</p> <p>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p> <p>Select a place linked to the children's interest in Animals. Explore the life of a child in this country and how they go to school. E,g- Arctic, Africa, North America, Australia, Japan, India.</p>	<p>Know about the roles of people in society</p>
	Personal Social and Emotional Development (PSED)	<p>Understanding different families (Respect) Learning about different types of emotion (Be kind)</p> <p>Manage their own needs.</p> <p>- Personal hygiene Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the</p>	<p>Build constructive and respectful relationships. (Be Kind)</p> <p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval</p>	<p>Growth Mindset-</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Online Safety- Self Image & Identity – Project Evolve</p>	<p>Express their feelings and consider the feelings of others. (Respect)</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p> <p>Working well with others in partners and groups (Be Kind)</p> <p>Online Safety- Online Bullying- Project Evolve</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian</p> <p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands</p>	

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		<p>importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Express their feelings and consider the feelings of others.</p> <p><u>Online Safety- Online Relationships – Project Evolve.</u></p>	<p>when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p> <p><u>Online Safety- Privacy Security – project evolve</u></p>			<p>and crossing the road when walking, stopping quickly when scooting and cycling, and being sensitive to other pedestrians.</p> <p><u>Online Safety-Health, wellbeing & Lifestyle.</u></p>	
Physical Development		<p>Fundamental movement skills (FMS)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<p>Elmer and the Hungry Caterpillar (FMS)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Transport (FMS)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Jack and Beanstalk and Superworm (FMS)</p>	<p>Rumble in the Jungle (FMS)</p> <p>Sports Day - Athletics</p>	<p>Sports Day- Athletics</p> <p>FMS - Assessment</p>
Expressive Arts and Design	Art and Design	<p>Self portraits</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Choosing appropriate colours</p>	<p>Choosing different materials for craft work</p> <p>Creative art linked to Writing Fortnight</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Junk Model- Landmarks and building.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p>	<p>Talking about art and design including explaining techniques they have used</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p>	<p>Peter Diem (Cow Art)</p> <p>Experimenting with different media to create animal artwork</p>	<p>Make model emergency vehicles (junk modelling) using scissors confidently. Choose and combine different media</p>
	Music	<p>Listen and respond to sounds</p> <p>Sing well known songs</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody – The Nativity</p> <p>Introduce new songs gradually and repeat them regularly.</p>	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p>	<p>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees,</p>	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p>	

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			<p>Watch and talk about dance and performance art, expressing their feelings and responses. – Pantomime Visit</p> <p>Provide related costumes and props for children to incorporate into their pretend play.</p>	<p>Music from China- Chinese New Year</p>	<p>dancing to music, or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	
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