

## EYFS- Curriculum Planning

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	Autumn			Spring			Summer				
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
	Magical me		Let's celebrate		Heroes		Spring in our Step		All aboard	All creatures great and small	
<b>Reading and writing</b>	What I like about me.	<b>O c t H a l f T e r m</b>	The Gingerbread man.	<b>X m a s</b>	People Who Help Us – Non-Fiction series.	<b>F e b H a l f T e r m</b>	The Extraordinary Gardener.	<b>E a s t e r</b>	A Walk in London	<b>M a y H a l f T e r m</b>	Whatever Next
	What makes me a me.		The Christmas Pine.		Supertato		Jack and the Beanstalk.		The Jolly Postman		Handa's surprise
	All about families		The Jolly Christmas Postman.		Juniper Jupiter		The Enormous Turnip.		All aboard the BoBo Road		Commotion in the ocean
	Me and my amazing body.		Billy's Bucket.		RWI Phonics		The Very Hungry Caterpillar.		RWI Phonics		
	Not Now Bernard		The Smartest Giant in Town.				Life Cycle of a Frog/Butterfly.				
	The Little Red Hen.		RWI Phonics				What can you see in spring?				
	RWI Phonics						RWI Phonics				
<b>Maths</b>	Baseline		Shape 2D & 3D.		Numbers to 10		Number Bonds to 10		Counting on and counting back	Shape	
	Numbers to 5		Change within 5.		Comparing numbers within 10		Subtraction		Numbers to 20	Measure (volume & capacity)	
	Comparing groups within 5		Number bonds to 5.		Addition to 10		Exploring Patterns.		Numerical patterns.		
			Space		Measure						
<b>Understanding of the world</b>	<b>Past and Present:</b> Understanding of old and new		<b>Past and Present:</b> Guy Fawkes Remembrance Day		<b>Past and Present:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.		<b>Culture &amp; Community:</b> Mother's Day Shrove Tuesday / Ash Wednesday		<b>Culture &amp; Community</b> Draw information from a simple map.	Follow children's interests and curiosity to explore different scientific themes and experiments and comment on what happens.	
	<b>Culture and Community:</b> Familiar people – my family & community – celebrate different		<b>Culture and Community:</b> Celebrations Bonfire night				<b>The Natural World:</b>	Our local area past and present. What has changed?			

	<p>nationalities and cultures of the children.</p> <p><b>The Natural World:</b> School environment Seasonal changes</p>	<p>Diwali - India Remembrance Day Christmas</p> <p><b>The Natural World:</b> Seasonal Changes- Changes of State— freezing Hibernation</p> <p>Animals in cold/hot countries.</p>	<p><b>Culture &amp; Community:</b> Heroic figures in the community.</p> <p>People who help us</p> <p>Chinese New Year Food from around the World Pancake Day Mothers Day</p>	<p>Nature hunt Planting seeds and beans Explore and observe beans. Life Cycles. Seasons—Spring changes</p>	<p>Listen to and discuss the book My World, Your World and In Every House on Every Street.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Compare and contrast Handa’s journey in Handa’s Surprise to the children’s local journeys.</p> <p>Talk about the differences in weather and the animals you would see.</p>
<b>R.E</b>	Creation and Covenant.	Prophecy and Promise	Galilee to Jerusalem.	Desert to Garden	Ends of the Earth	Dialogue and Encounter.
<b>Expressive Arts and Design</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create self-portraits using different mark making tools.</p> <p>Develop storylines in their pretend play.</p>	<p>Listen attentively to classical music representing fireworks, respond using movement.</p> <p>Sing the Rama and Sita song with actions</p> <p>Sing, dance and act in the Christmas Performance.</p> <p>Engage in Christmas post office role play linked to the Jolly Christmas Postman</p>	<p>Develop storylines in their pretend play.</p> <p>Create own superhero vegetable using printing and collage materials.</p> <p>Create superhero dens and role play narratives based on real life superheroes</p>	<p>Mixing colours</p> <p>Painting butterflies</p> <p>Observational drawing.</p>	<p>Songs from different countries.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Castles – Action songs, composing and lyric writing</p>
<b>Music</b>	Bear Hunt	Me (Charanga)	My Stories (Charanga)	Everyone! (Charanga)	Our World (Charanga)	Reflect, Rewind & Replay (Charanga)
<b>Communication and Language</b>	<p>Engage in story times.</p> <p>Learn new vocabulary and use throughout the day.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Understand and use new vocabulary introduced through non-fiction texts and stories relating to</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Learn and use new vocabulary</p>

	<p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p>	<p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>spring, gardening, seasons and life cycles. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen, for examples when discussing the life cycle of a frog.</p> <p>Encourage children to ask questions to deepen their understanding.</p>	<p>Link events in a story to their own experiences. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail</p>	<p>Retell innovated story using small world props. Use story language e.g.: 'once upon a time', 'one morning', 'in the deep, dark forest.'</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>See themselves as a valuable individual.</p> <p>Manage own needs.</p> <p>Settle into new routines in class.</p> <p>Develop independence within the class.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Express own feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings, encourage children to understand when they feel happy, sad, angry, surprised etc.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Read Ravi's Roar and The Selfish Crocodile.</p>	<p>Set a simple goal about what they would like to achieve in Year 1.</p> <p>Reflect on their school life in Reception.</p> <p>Celebrate achievements from Reception.</p> <p>Prepare for transition to Year 1</p>
<p><b>Physical Development</b></p>	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Manage the school day successfully.</p> <p>Participate in fine motor skill activities to use a range of tools safely and confidently.</p>	<p>Progress towards a more fluent style of moving, with developing control.</p> <p>Use clay to make Diwa lamps.</p> <p>Move in a range of different ways to represent fireworks.</p> <p>Make Hannukah/Diwali/Eid/Christmas cards.</p>	<p>Practice moving in different ways like a superhero e.g.: running, jumping, dancing, hopping, skipping and climbing.</p> <p>Use tools safely and effectively to make a vegetable soup.</p> <p>Participate in fine motor skill activities to strengthen muscles in hands and develop movements to aid</p>	<p>Understand the importance of healthy eating with various activities e.g.: making fruit salad/fruit smoothies.</p> <p>Revise and refine the fundamental gross motor/fine motor movement skills they have already acquired.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Play group games which involve rolling, pushing and kicking the ball.</p>	<p>Play games in pairs and small groups that involve throwing and catching balls, aiming at targets, and using bats.</p> <p>Talk about we look after ourselves in the sun.</p> <p>Learn about how we keep our bones healthy.</p>

		Make decorations for classroom.	fluency and accuracy with mark making.				
<b>PE</b>	Intro to PE Fundamentals	Gymnastics Dance Unit 1	Play and Discovery Games: Unit 1	Ball Skills:Unit 1 Ball Skills: Unit 2	Multi Skills Fundamentals : Unit2	Outdoor Learning Games: Unit 2	