

EYFS Curriculum Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		All About Me	Seasons	People who help us	Animals	Growth	
Core Texts				What The Ladybird Heard by Julia Donaldson. Zog and The Flying Doctors by Julia Donaldson. The Great Pet Sale by Mick Inkpen. Emergency by Margaret Mayo. The Naughty Bus by Jan and Jerry Oke. The enormous Turnip.	Dear Zoo by Rod Campbell Handa’s Surprise by Eileen Browne Giraffes Can’t Dance by Giles Andreae Superworm by Julia Donaldson Duck in the Truck Jez Alborough	The Very Hungry Caterpillar by Eric Carle Tadpoles Promise by Jeanne Willis Oi Frog by Kes Gray Titch by Pat Hutchins Jack and the beanstalk by Mara Alperin	
Literacy	Reading (Phonics)			Instrumental sounds – matching musical instrument sounds, creating rhythm patterns, animal sound bingo. Body percussion – using our bodies to make sounds e.g. stamping, clapping, patting. Exploring types of sound e.g. loud, quite, fast, slow. Rhythm and rhyme – rhyming soup, pairs and poetry basket. To create story maps focusing on characters, key events and remembering repeated refrains. Using helicopter stories to understand how a story is structured.	Alliteration - eye spy, shopping bag/list, silly sentences. Voice Sounds - making trumpets to practice familiar sounds, metal mike and sound lotto. Oral blending and Segmenting with CVC words, cross the river, toy talk and metal mike. To recognise familiar print and labels e.g. Logos. To create story maps including details such as the characters, key events, ending. Using helicopter stories to understand how a story is structured with a beginning, middle and end. To look at information books about animals and nature.	Phase 2 Phonics Introduce a sound a week starting with SATPIN. To play a variety of segmenting/blending games e.g. Backpack Backpack, Postman, Crocodile in the river. Continue with small groups focusing on rhyme and alliteration. To display popular Logo’s for children to identify e.g. Asda, Heinz, Disney. To Introduce a story mounting to structure a story with a beginning, middle and end. Regular poetry basket sessions.	
	Writing			To make marks and to say what it means. Using clipboards in role-play areas to create lists, recipes and information signs. To use visual name card to write the letters in their name.	To give meaning to all marks. To write clear and identifiable letters from their name. To have a variety of tools inside and outside to mark make e.g sand, shaving foam, chalk, paint brushes, glitter.	To support children to write letters during phonics sessions using whiteboards. Encourage emergent writing of children’s ideas using speech bubbles. To have clipboards in all areas to encourage mark making during child initiated play. Children to have a child height board to display/celebrate their work.	
Mathematics				To play number games using dice to encourage number recognition, 1:1 counting and to develop interests in number problems. To use role-play areas with shops and tills encouraging number labelling and recognition. To use and understand prepositional language. To have a variety of construction in the provision to encourage model making. Support children to identify shapes and describe their creations.	Exploring patterns by making animal patterns and designs focusing on spots, stripes, colour. Introduce language of size ‘big, little and medium’. Making homes for different sized animals. To begin to explore units of measurement. Children to use resources to count how long/short something is. To count with 1:1 correspondence e.g. how many bikes outside?	To develop understanding of measurement by introducing rulers, measuring tapes and creating height charts. To introduce simple maths games to develop problem solving e.g. snakes and ladders, connect four, number bowling. To introduce voting for books/songs/games. To create a class tally chart representing which one has the most. To introduce a 10 frame to aid counting.	

Communication & Language			<p>To support children to ask/answer questions through circle time, hot seating.</p> <p>To encourage helicopter stories to support children to re-tell events and to use complex sentences.</p> <p>To build on vocabulary by learning about different ways of life. To introduce chatter boxes introducing the new learning topic with resources to explore to promote talk.</p> <p>To have focused talking and listening times using a teddy to take turns to share our opinions on different topics.</p>	<p>To introduce a daily calendar. Children to take it in turns to say the date and talk about the weather.</p> <p>Invite children to bring in photo's of their pets to promote discussion.</p> <p>Label different animals / insects.</p> <p>To continue to use a class teddy focusing on sharing ideas and actively listening to others.</p> <p>To use the helicopter stories approach to encourage meaningful recall of events in context.</p> <p>BLAST - with target children.</p>	<p>Discussion of seasons. What happens when we enter Spring?</p> <p>To send bean/sunflower dairies home for children to observe and then share their results.</p> <p>To introduce tadpoles to the classroom for observation of the frog cycle. Encourage questioning.</p> <p>BLAST - with target children.</p> <p>To have regular cooking sessions promoting listening/following instructions.</p>	
Physical Development			<p>To develop children's balance, co-ordination using A frame.</p> <p>Creating obstacle courses to develop gross motor skills.</p> <p>To use the toilet independently.</p> <p>To understand how to keep our bodies healthy by engaging in healthy cooking activities e.g. fruit salad, vegetable pasta.</p> <p>To have a variety of malleable materials and one handed tools in the provision to encourage a stronger fine motor grip e.g. play-dough, pegs, tongs, corn flour, scissors.</p>	<p>To focus on ball skills -catching, throwing, kicking.</p> <p>To introduce 'dough disco' focusing on developing fine motor skills.</p> <p>To encourage the use of paint rollers and large brushes outside to develop gross motor movements.</p> <p>To use the toilet independently.</p> <p>To be able to dress/undress independently.</p> <p>To move like different animals.</p>	<p>To use gardening tools.</p> <p>To introduce 'write dance' supporting children to move and mark make to music.</p> <p>To play games outside to develop physical skills e.g. bean game, traffic light, What's the time Mr Wolf.</p> <p>To have regular cooking sessions promoting good hygiene and use of one handed tools.</p>	
Personal, Social, & Emotional Development			<p>To begin to share and take turns with peers using sand timers.</p> <p>To develop relationships with peers by playing circle games e.g. sandy girl, bug in a rug.</p> <p>To develop confidence talking about their own experiences by engaging children to bring items from home to discuss as a group e.g. photographs.</p> <p>To use medals with specific praise to help children develop confidence and create a sense of achievement.</p>	<p>To introduce a 'calm down basket' supporting children to take a moment to breath, think and discuss their feelings.</p> <p>To have regular circle time to discuss the importance of kindness and friendship. Using books to promote talk e.g. The colour monster, Rubies Worries..</p> <p>Invite children to share their home learning and celebrate their success.</p> <p>To Introduce core values and to celebrate when a child demonstrates them e.g. You are being responsible looking after your classroom.</p>	<p>Adults to model being a responsive partner and talking through conflicts.</p> <p>To use medals to celebrate special achievements.</p> <p>To use circle games to promote turn taking and creating positive interactions.</p>	
Understanding the World			<p>To develop understanding of different occupations by exploring the different roles in society. To have role-play to support this e.g. Vets, doctors.</p> <p>To use the dell to encourage children to make observations and to ask questions.</p>	<p>Exploring different habitats e.g. farm, pond, jungle.</p> <p>Invite children to talk about their pets and how they look after them.</p> <p>Children to understand how to look after animals and protect</p>	<p>Hunt for first signs of Spring.</p> <p>Explore and label different types of herbs/flowers.</p> <p>Children to complete sunflower / bean dairies.</p> <p>To grow cress and observe changes.</p> <p>Invite family in to plant flowers.</p>	

			<p>To use the interactive whiteboard to find out more information e.g. different occupations.</p> <p>To learn about recycling and how we can help to look after our world.</p> <p>Learn how to keep ourselves clean. Introduce the importance of the dentist and learning how to eat healthily.</p>	<p>their environment. Regular visits to the Dell to support this.</p> <p>Using the Interactive Whiteboard during carpet sessions.</p>	<p>Explore gardening tools (fork, trowel, shovel, digger, and rake).</p> <p>To go on nature walks to extend language.</p>	
Expressive Arts & Design			<p>To support children to explore musical instruments and singing a wide range of songs.</p> <p>To develop role-play areas to encourage imaginative play e.g. doctors, vets, farms.</p> <p>To have dressing up related to 'People who help us' e.g. police officers, builders, vet.</p> <p>To have paint inside/outside to encourage more access.</p>	<p>Children to design their own habitats.</p> <p>Encourage the children to design animal role-play areas e.g. creating props, labels.</p> <p>To support children to draw from observation. Drawing animals with identifiable marks.</p> <p>Exploring regular nursery rhymes during 'dough disco'.</p>	<p>Design nature collages.</p> <p>To introduce 'write dance' and moving our bodies to different types of music.</p> <p>To play regular circle games outside e.g. a princess long ago, farmer in the dell.</p> <p>To create a model area where children can display their constructions.</p> <p>To use a colour chart for children to follow to create particular colours.</p>	