

EYFS Curriculum Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme				People Who Help Us	Animals	Growth	Up, Up and Away
Core Texts					<p>Week 1: 22.2.21 Dear Zoo Rod Campbell PSED: The Rainbow Fish by Marcus Pfister</p> <p>Week 2: 1/3/21 Dear Zoo Rod Campbell PSED: Elmer by David McKee</p> <p>Week 3: 8/3/21 Handas Surprise. Eileen Browne PSED: Giraffes Can't Dance by Giles Andredes</p> <p>Week 4: 15/3/21 Handas Surprise. Eileen Browne PSED: On Sudden Hill by Linda Sarah and Ben Davies</p> <p>Week 5: 22/3/21 Handas Surprise. Eileen Browne PSED: Leonardo the Terrible Monster Mo Williems</p> <p>Week 6 (3 days): 29/3/21 Seren's Seasons</p> <p>The Hungry Caterpillar – Eric Carle The Little Red Hen Pizza – Philemon Sturges The bad tempered ladybird - Eric Carle A Year in Percy's Park</p>	<p>Core text: <i>Kippers Beanstalk – Nick Butterworth</i> <i>Oliver's Vegetables – Alison Bartlett</i> <i>Jack and the Beanstalk</i> <i>Jim and The Beanstalk - Raymond Briggs</i> <i>Once they were Giants MARTin Waddell</i> <i>The Tiny Seed Eric Carle</i> <i>Ten Seeds Ruth Brown (links nicely to maths)</i></p> <p>Week 1 (4 days) Kippers Beanstalk Week 2 Kippers Beanstalk Week 3 (4 days) Jack and the Beanstalk Week 4 Jim and the Beanstalk Week 5 Once They Were Giants Week 6 Once There Were Giants</p>	<p>Core text: <i>When I grow up Tim Minchin</i> <i>How to Catch a Star - Oliver Jeffers</i> <i>Beegu – Alexis Deacon</i> <i>Meerkat Mail Emily Cravett</i> <i>Whatever Next Jill Murphy</i> <i>The Dot Peter H Reynolds</i></p> <p>Week 1 Meerkat Mail Week 2 Meerkat Mail Week 3 Whatever Next Week 4 Whatever Next Week 5 Beegu Week 6 Beegu Week 7 (4 days) When I grow up</p>
Literacy	Reading (Phonics)				<p>Wiggly worms – phase 2, focusing on blending/segmenting at word level. Dangerous dinosaurs – assess/recap phase 3, focusing on sentence writing. Calm Chameleons – assess phase 3 and teach phase 4. Story times - read other books related to the topic and for enjoyment e.g. nonsense rhymes, poems, jokes etc. (the book with no pictures)</p>	<p>Continue to embed the application of phonics at word and sentence level. Focus on teaching sentence rules e.g capital letter, finger spaces and full stops. Streamed and flexible phonics groups: Phase 2 for those pupils who need consolidation. Recapping targeted Phase 3 sounds and application of sentence writing skills.</p>	<p>Continue to embed the application of phonics at word and sentence level. Focus on teaching sentence rules e.g capital letter, finger spaces and full stops. Streamed and flexible phonics groups: Secure phase 2 and 3 sounds Consolidation of phase 4 Introduction of phase 5 sounds. Secret readers</p>

					<p>Can the children read a story that they know well at the end of the day instead of adults? Read longer texts to the children e.g. Roald Dahl read a couple of chapters throughout the day. Encourage the children to pick out characters, main events and predict the storyline and also develop a love for stories/books. Sing nursery rhymes. Storytime at the end of the day to focus on a book of the week related to making friendships.</p>	<p>Teach Phase 4 Read longer texts e.g. The Twits by Roald Dahl to the children reading a couple of chapters throughout the day. Discuss the main events, characters, vocabulary and setting with the children through high quality talk and discussions.</p>	<p>Read a range of poems at the end of the day from Poetry Basket.</p>
Writing					<p>Week 1 Dear Zoo Focus What pets do the children have at home if any? Can they write some facts about their pets or the animal they would choose as a pet</p> <p>Week 2 Dear Zoo Focus Write a letter to the zoo telling them about the animal that your received and then why you've had to send it back</p> <p>Week 3 Handas surprise Focus story map and oral retelling</p> <p>Week 4 Focus beginning middle end, encourage all to write a synopsis of each with different expectations. If in school can really focus in on using the map and retelling and planning</p> <p>Week 5 Focus reinvent the story using story maps and notepads, change 3 things</p> <p>Week 6 (3 days) Seren's Seasons Short fact about each season from children's own knowledge.</p> <p>CIN:</p>	<p>Week 1 (4 days) Kippers Beanstalk Instructions How to plant and care for a seed</p> <p>Week2 Kippers Beanstalk Diary entry about how your seed has grown</p> <p>Week3 (4 days) Jack and the Beanstalk Focus on beginning middle and end, what makes a traditional tale?</p> <p>Week 4 Jim and the Beanstalk compare and contrast the book. Grids to identify what is the same and what is different.</p> <p>Week 5 Once There Were Giants Picture of chn as babies and how they are different now description</p> <p>Week 6 Once There Were Giants Everything that you have achieved and can do this year?</p> <p>CIN: Story maps Maps Labelling Captions</p>	<p>Week 1 Meerkat Mail Write a letter like Sunny does (could we pair up with another school?)</p> <p>Week 2 MEerkat Mail Who did it? The Sunny Kidnap scenario - 'trash' the classroom the night before (it doesn't have to be too realistic!), then establish the culprit the next morning with the children by looking for clues. Find a ransom note from the jackal, demanding a safe home (away from the annoying meerkats!) and an endless supply of food - in return for Sunny. Write a note back to him with the children and begin a written dialogue, negotiating terms....</p> <p>Week 3 Whatever Next Plan A picnic, send invitations</p> <p>Week 4 Whatever Next Describe the setting of the moon, what could you see feel hear? Ext into a letter home to mum about how they feel up on the moon.</p> <p>Week 5 Beegu Character description, create a friend for Beegu.</p>

					<p>Story maps Maps Labelling Captions Sentence writing Rhyming strings Writing opportunities in role play e.g. police reports, appointment bookings etc Writing challenges for children to practise applying phonics knowledge. Photos of themselves – writing speech bubbles Writing own poems and helicopter stories Daily name writing practise as part of morning routine Focused early morning carousel when children come in focusing on gap closing.</p>	<p>Sentence writing Rhyming strings Writing opportunities in role play e.g. police reports, appointment bookings etc Writing challenges for children to practise applying phonics knowledge. Photos of themselves – writing speech bubbles Writing own poems and helicopter stories Daily name writing practise as part of morning routine Focused early morning carousel when children come in focusing on gap closing.</p>	<p>Week 6 Beegu Create a poem in response to the story.</p> <p>Week 7 (4 days) When I grow Up Hopes and Dreams for next year, what they enjoyed this year.</p> <p>CIN: Story maps and mountains Maps Labelling Captions Sentence writing Rhyming strings Writing opportunities in role play and encouraged across all areas outside, model labelling. Writing challenges for children to practise applying phonics knowledge. Photos of themselves – writing speech bubbles Writing own poems and helicopter stories Focused early morning carousel when children come in focusing on gap closing.</p>
Mathematics				<p>White Rose Maths Week 1 - Consolidation Target gaps highlighted from assessment week 8/2/21</p> <p>Week 2 - 4 Building 9 and 10</p> <ul style="list-style-type: none"> - Counting to 9 & 10 - Comparing numbers to 10 - Bonds to 10 - 3D shape - Pattern <p>Week 5</p> <ul style="list-style-type: none"> - Combining 2 groups to find the whole 	<p>White Rose Maths Week 1 - 3 To 20 and beyond</p> <ul style="list-style-type: none"> - Building numbers beyond 10 - Counting patterns beyond 10 - Spatial reasoning - match, rotate and manipulate <p>Week 4 - 6 First, then and now</p> <ul style="list-style-type: none"> - Adding more - Taking away - Spatial reasoning 2 - compose and decompose 	<p>White Rose Maths: Week 1 - 3 Find my pattern</p> <ul style="list-style-type: none"> - Exploring patterns - Change <p>Week 4 - 6 On the Move</p> <ul style="list-style-type: none"> - Numbers to 20 - Numerical patterns - Measure 	

				Daily intervention group for LA maths pupils focusing in 1:1 counting, number recognition and ordering from 0 – 10. Maths challenges ideas from WRM in CIN for children to practise application of maths skills independently.		
Communication & Language				<p>Books, rhymes and songs about animals, the animal boogie, I went to the animal fair. 10 little monkeys, Old McDonald, 1,2,3,4,5 Once I caught a fish alive, Alice the Camel, Nellie the Elephant, The Farmer's in his Den.</p> <p>Role play area e.g. investigation area about different types of animals,</p> <p>Different costumes from around the world to support Handa's surprise.</p> <p>Helicopter stories</p> <p>Introduce storytelling hats linked to the theme. Children put on the hat when it is their turn to talk to their partner when retelling a story or information.</p> <p>Poetry basket</p> <p>Listening partners used in carpet times. What makes a good partner?</p> <p>Asking and answering questions during carpet times.</p> <p>Circle time/songs and games at the end of lunchtime. Topic area to prompt talk and discussion e.g. chickens, frog spawn, caterpillars.</p> <p>Display a slide show of photos as the children enter in the mornings.</p>	<p>Books rhymes and songs related to growing:</p> <ol style="list-style-type: none"> 1. I'm a Little Bean 2. Growing Seeds 3. The Butterfly song 4. The VErY Hungry Caterpillar 5. The Tiny Seed 6. Tadpoles book <p>Helicopter Stories</p> <p>Poetry Basket</p> <p>Introduce hot seating in literacy to offer children the opportunity to think about others feelings.</p> <p>Develop children's storytelling and narrative skills through use of Talk for Writing strategies, adding actions to retellings.</p> <p>Frogspawn, caterpillars, stick insects in the classroom to promote discussion through self discovery and observations.</p>	<p>Books rhymes and songs related to growing up:</p> <ol style="list-style-type: none"> 1. This is Me - Greatest Showman 2. Super Duper You 3. Its ok to be Different 4. A thousand Versions of You 5. We're all special 6. Things that make me happy <p>Helicopter Stories</p> <p>Poetry Basket</p> <p>Sequencing and storytelling</p> <p>Talking/sharing time to allow children to listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Adults engage with children and role model effective communication e.g. conversation, repeating phrases, introducing new vocabulary, questioning.</p>
Physical Development				<p>Dance – see complete PE planning scheme of work.</p> <p>Experimenting with different ways of moving.</p> <p>Working with pairs/small groups: link to PSED - attends and takes count of what others say.</p>	<p>Complete PE Scheme - Ball Skills 'Feet 1'</p> <p>Experiment different ways to use your feet to move a ball.</p> <p>Talk about different foods, which are healthy and which are not</p>	<p>Complete PE Sheme - Games for Understanding</p> <p>Practise sports day races</p> <p>Shows increasing control over an object in different ways e.g.</p>

				<p>What are healthy foods/unhealthy foods and fruit tasting. Cutting up their own food using a knife and fork. Adults to supervise during lunchtimes.</p>	<p>healthy? Look at a packed lunch and discuss which foods to put in.</p>	<p>pushing, patting, throwing, catching or kicking it. Sports Day</p>
<p>Personal, Social, & Emotional Development</p>				<p>Circle time role playing different friendship scenarios e.g. What to do when someone does something you don't like e.g. tell them to stop kindly and then ask an adult if they continue. What to do when a friend tells you to do something that you know is wrong? Link to choices and how choices will have an impact on yourself and others. Circle time games. Time for talking and sharing in small groups when children return to Forest school. Embed the school values through reflective moments modelled by the adults e.g. You have been responsible because you... Cosmic kids resource used daily focusing on mindfulness. Working within pairs and small groups in dance (PE) Building confidence – children to wear badges/lanyards and take on a role of helping e.g. maths, literacy, kind friend. Introduce monitors e.g. snack/book corner/coat. Create an area where the children can work together and play turn taking games and complete puzzles together. Encourage children to play these during choosing time. Adults to model how to play any new games. Introduce the new behaviour management ladder and model effectively. Core texts related to social skills:</p>	<p>Circle time and role play any situations that arise and need addressing through ongoing assessment. Think about how actions affect others and how this links in with core texts like 'Jack and the Beanstalk'. Adults are role model how to resolve conflict and come to an agreement. Encourage children to become increasingly independent when they need things e.g. selecting scissors from the creative area. Encourage children to show sensitivity towards others especially during CP activities sharing resources with their peers. Encourage the use of listening partners and what makes a good listener and how it makes us feel if we are listening or not listened to.</p>	<p>Reflection on the year: What are you proud of? What have you learnt? What new friends have you made? How much have you grown? Compare what you were like when you first came to school to what your are like now. Transition into year 1 - Meet the teacher - Classroom visits - All about me - Playground transition visits - Aspirations Looking ahead to year 1, what are you looking forward to? The Dot PSED by Peter Reynolds. Discuss resilience and link to school values. Discuss challenges they have had this year and how they have overcome them. To develop teamwork and problem solving skills. Encourage collaborative and cooperative play.</p>

				<p>The Rainbow Fish by Marcus Pfister Elmer by David McKee On Sudden Hill by Linda Sarah and Ben Davies Leonardo the Terrible Monster Mo Williems</p>		
Understanding the World				<p>How can we look after animals/world? New vocabulary e.g. endangered and extinct. How do we care for animals? Discuss littering and how this can be dangerous for animals. How do the children care for their animals at home? Compare similarities and differences between animals. How can we sort the animals? Sorting animals found in this country and other countries. How do animals help people? Guide dogs for the visually impaired. Learn about habitats. Learning pads to access appropriate learning games Start planting outside area Where does food come from? Make fruit skewers using different fruits. Sorting fruit that grows in this country and in other countries. Forest school sessions - explore minibests and signs of spring. How can we help wildlife? Create bird feeders to encourage wildlife. Lifecycle of a chicken. Hatch eggs using the donations.</p>	<p>Plant their bean seeds and make observations as it grows linked to Kipper. Children can take home. Plant seed in plastic bag and display to prompt discussion. Grow their vegetables linked to Oliver's vegetables and continue to grow at school. Crop can be harvested and tasted at a later date. Grow cress Discuss what might happen to the seeds. What do seeds need to grow? Look at and discuss parts of the plant. Develop a gardening/planting area and encourage children to water and help with upkeep of the plants. Encourage children to go into the natural areas and explore plants/herbs. What can they see? Smell? Feel? Use of greenhouse on field Forest School sessions to resume and children become nature detectives exploring their surroundings using all of their senses. Where does food come from? Make fruit skewers using different fruits. Sorting fruit that grows in this country and those that grow in other countries.</p>	<p>Research the Kalahari desert. Find out where it is? How far is it from where we live? What is it like there? Discuss places they have visited before e.g. perhaps holidays they have been on. What was it like? Who did they go with? Where did they go? Plot these on a map of the world. Doesn't have to be a place abroad can be focusing on trips/days out in this country. Discuss different ways of travelling. What would you need to pack? Explore space using central espresso and other onl Research and find out about the moon, stars and constellations. Investigate materials that Baby Bear could use to protect himself from the rain.</p>
Expressive Arts & Design				<p>Link to dance in PE Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Plays alongside others who are engaged in the same activity. Play cooperatively as part of a group. Learn songs and rhymes about growing.</p>	<p>Design a new enclosure for a family of meerkats at a zoo. Use photos of meerkats for inspiration for your own drawings and paintings.</p>

				<p>Helicopter stories Plays alongside others who are engaged in the same activity. Play cooperatively as part of a group. Learn songs and rhymes about animals and habitats. Role play a e.g. zoo, rescue centre, vets etc. Dress up using props and taking on a role in play. Encourage open ended play with objects such as pillow cases and voiles that the children can with initial guidance make into their own costumes. Making animals out of junk materials. Animal masks Painting and drawing different animals using a range of media e.g. black felt tip pens, paint, charcoal etc. Explore the artist Picasso line drawings of animals.</p>	<p>Topic based tables to encourage immersion into texts and subsequent questioning and talk Dress up using props and taking on a role in play. Observational drawings of flowers and fruit using a range of different media Children to create their own scarf dance to 'Tchaikovsky Waltz of the Flowers' Listen to Vivaldi's Spring of the four seasons. Encouraging children to come up with their own composition using percussion instruments represent a seed growing into a flower. Make flowers using tissue paper and pipe cleaners.</p>	<p>Could they create a realistic version of a meerkat and also a cartoon version like 'Timon from the Lion King?' Make junk models of meerkats. Explore/compare use of black and white and coloured pictures like in Whatever Next. Design your own astronaut outfit. Make junk models of rockets and paper mache planets/moons.</p>
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