



EYFS Curriculum Plan						
	<b>Curriculum Intent:</b> We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: <i>Cultural Diversity, Curiosity, Community, and Character</i> . These opportunities intend to take children beyond their everyday experiences and inspire them to excel.					<b>'It's ultimately the purpose of education to cultivate the love of learning for its own sake'</b>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>School values</b>	School vision	Care	Aspire	Respect	Excel	Reflect
<b>Learning Powers</b>		Resilience	Co-operative	Reflective	Curiosity	
<b>British Values</b>	Democracy	Rule of law	Respect	Tolerance	Individual Liberty	Individual Liberty
<b>Educational Visits</b>					Minibeast/farm visit	Puxton Park
<b>WOW Events</b>		Diwali Celebration	Dinosaur wow day	Supervegetables!	Hatching butterflies	Water day
<b>PSHE &amp; Jigsaw</b>	Being me in the world	Celebrating differences	Dreams and goals	Healthy me	Changing me	Relationships
<b>Topic (Enquiry Question)</b>	<b>Marvellous Me: What makes me, me?</b>  Getting to know each other, a new school, a new class, settling in.	<b>Do you want to build a snowman?</b>  Arctic animals, climate, differences between here and there, explorers	<b>When did dinosaurs rule the world?</b>  Species of dinosaurs, Mary Anning, fossils,	<b>What is a Superhero?</b>  People who help us, everyday superheroes, recycling,	<b>It's a Bug's Life: How do minibeasts live in our garden?</b>  Life cycles, hatching butterflies,	<b>Under the Sea: How can sea animals safely live under the sea?</b>  Plastic in the water, saving the ocean, friendships
<b>Key Texts (key topic text)</b>	Marvellous me, My Class is a Family	The Great Explorer, The Jolly Christmas Postman	Dinosaur Roar	Supertato, We're Going On An Easter Hunt	The Very Hungry Caterpillar	Commotion in the Ocean The Odd Fish
<b>Purposeful outcome/showcase</b>	Create own self portrait, Poetry Performance to parents	Write and post a letter to Father Christmas	Create and perform own version of Dinosaur Roar to parents	Making own Supervegetable, Creating own version of We Are Going On A ? Hunt	Perform The Very Hungry Caterpillar to Year 5	Create own posters about saving the ocean to display around the school
Literacy						
<b>Comprehension</b>	<u>Listening to stories.</u> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.	<u>Beginning to retell stories.</u> Retell stories related to events through acting/role play. Retelling stories	<u>Retelling stories with the recently introduced vocabulary.</u> Making up stories with themselves as the main character. Encourage children to	<u>Building fluency and understanding.</u> Re-read books to build up their confidence in word reading, their fluency and their	<u>Explaining the stories they have listened to or have read themselves.</u> Retell a story with actions and / or picture prompts as	<u>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently</u>

	<p>Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary</p>	<p>using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps. Guided Reading</p>	<p>record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics programme. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play. Guided Reading</p>	<p>understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Guided Reading</p>	<p>part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. Guided Reading</p>	<p><u>introduced vocabulary.</u> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Guided Reading</p>
<p><b>Word Reading</b></p>	<p><u>Linking sounds to letters.</u> Phonics: Unlocking Letters and Sounds. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their</p>	<p><u>Begin to read words by blending.</u> Phonics: Unlocking Letters and Sounds. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Highlight common exception words. Ensure</p>	<p><u>Introducing di-graphs.</u> Phonics: Unlocking Letters and Sounds Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter</p>	<p><u>Begin to read simple sentences.</u> Phonics: Unlocking Letters and Sounds Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound</p>	<p><u>Read and understand simple sentences.</u> Phonics: Unlocking Letters and Sounds. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p><u>Reading and understanding sentences with fluency including some common exception words.</u> Phonics: Unlocking Letters and Sounds. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in</p>

	developing phonic knowledge.	books are consistent with their developing phonic knowledge.	groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night	correspondences they know: 'rabbit', 'himself', 'jumping'.		the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Writing</b>	<u>Representing name and initial letter sounds.</u> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.	<u>Writing CVC words.</u> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation	<u>Caption Writing and Common Exception Words.</u> Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.	<u>Begin to write simple sentences.</u> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.	<u>Writing simple sentences.</u> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Ensuring correct letter formation	<u>Writing simple sentences and phrases that can be read by others.</u> Story writing, writing sentences using a range of words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the

						sounds with a letter or letters
<b>Phonics</b>	<u>Unlocking Letters and Sounds</u> Phase 1 and phase 2	<u>Unlocking Letters and Sounds</u> Phase 3	<u>Unlocking Letters and Sounds</u> Phase 3 Mastery	<u>Unlocking Letters and Sounds</u> Phase 3 Mastery	<u>Unlocking Letters and Sounds</u> Phase 4	<u>Unlocking Letters and Sounds</u> Phase 4 Mastery
<b>Communication and Language</b>	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Poetry Performance	Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,

						rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.
<b>Mathematics</b>	White Rose Maths Number Sense					
<b>Number</b>	<u>Early Mathematical Experiences</u> Counting rhymes and songs Match objects and pictures Identifying sets and sorting objects into types Create sorting rules Find, subitise and represent 1, 2 and 3	<u>It's me, 1, 2 and 3</u> Represent 1, 2 and 3 One more/one less Composition of 1, 2 and 3 <u>1, 2, 3, 4, 5</u> Find and subitise 1, 2 and 3 1 more, 1 less	<u>Alive in 5</u> Find and subitise 0-5 Represent 0-5 1 more, 1 less Composition Conceptual subitising to 5 <u>Growing 6, 7, 8</u> Find and represent 6, 7 and 8 1 more, 1 less Make pairs – odd and even Double to 8 Combine groups	<u>Building 9 and 10</u> Find, compare and represent 9 and 10 1 more, 1 less Composition to 10 Bonds to 10 Doubles to 10 Explore odd and even	<u>To 20 and beyond</u> Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20  <u>How many now?</u> Add more Take away	<u>Sharing Grouping</u> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles
<b>Numerical Patterns</b>	<u>Talk about measure and patterns</u> Compare quantities Compare size Compare mass Compare capacity Explore and create simple patterns	<u>Circles and triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment <u>Shapes with four sides</u> Identify and name shapes with 4 sides Combine shapes with 4 sides	<u>Mass and Capacity</u> Compare Mass Find Balance Explore, compare capacity Length, height and time	<u>Explore 3D shapes</u> Recognise and name 3D shapes 3D shapes in the environment Copy and continue patterns	<u>Manipulate, compose and decompose</u> Select shapes for a purpose Rotate and manipulate shapes Compose and decompose shapes	<u>Visualise, build and map</u> Identify repeating patterns Explore own pattern rules Replicate and build scenes and constructions Describe positions Explore mapping <u>Make connections</u> Deepen understanding Patterns and Relationships

<b>Number Sense Maths</b>	<u>Book 1</u> Subitising 1-2 <u>Book 2</u> Subitising 1-3	<u>Book 3</u> Subitising 1-4 <u>Book 4</u> Subitising 1-5 Subitising 1-5 (ten frames)	<u>Book 5</u> Subitising 6-10	<u>Books 6 &amp; 7</u> Partitioning 2 and 3 <u>Book 8</u> Partitioning 4 <u>Book 9</u> Partitioning 5 <u>Book 10</u> Partitioning 10	<u>Book 11</u> Composition of 6-9 <u>Book 12</u> Comparing numbers to 10	<u>Book 13</u> Patterns in odd and even numbers Patterns in doubles Equal distribution
<b>Understanding the World</b>						
<b>Past and Present</b>		Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.	Link to dinosaurs, looking at what period of time dinosaurs were around. Looking after a dinosaur egg, what did the earth look like in the time of dinosaurs? Looking at fossils – Mary Anning	Inviting parents in to talk about what they wanted to be when they were younger and what they do now		Looking at the ocean and how pollution has changed over time and affected our waters
<b>People, Culture and Communities</b>	Exploring new school, different areas of the school/classroom. Who's who in school? Local environment	Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural	Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant	Roles of different jobs around us. What jobs do our family members do? Inviting parents in to talk about their	Describing different habitats	Who is in my family? Commenting on photos of their family – naming who they can see and of what

		Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.	cultural events: Pancake Day Easter Mother’s Day	superhero jobs. Role-play – vets		relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.
<b>The Natural World</b>	Seasons – Autumn – differences and changes over time – weather, animals and plants.	Seasons – Autumn – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment. Nocturnal animals – making sense of habitats. Which animals are nocturnal	Seasons – Autumn – differences and changes over time – weather, animals and plants. Looking at the environment when dinosaurs ruled the world. How have things changed over time?	Seasons – Autumn – differences and changes over time – weather, animals and plants.	Seasons – Autumn – differences and changes over time – weather, animals and plants. Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Describing different habitats	Seasons – Autumn – differences and changes over time – weather, animals and plants.
<b>Expressive Arts and Design</b>						
<b>Creating with Materials</b>	Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.	Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards.	Winter pictures and scenes. Chinese New Year - lanterns	Spring pictures. Flower artwork. Creating Superhero mask. Making own Supervegetable	Creating minibeasts, working with clay	Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports

<b>Being Imaginative and Expressive</b>	Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play	Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – the arctic	Singing songs and learning some familiar songs – Winter songs. Role-play – dinosaur cave. Small world - dinosaurs. Chinese New Year songs.	Singing songs and learning some familiar songs – Easter songs. Role-play – superhero headquarters/ vets	Singing songs and learning some familiar songs – Spring songs. Role-play – post office Small world play – minibeasts	Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – travel agents.
<b>Personal, Social and Emotional</b>						
<b>Self- Regulation Managing Self Building Relationships</b>	Understanding 3 different feelings, playing with different people in the class, children’s own family and family life. Role Play “home” area Making friends with other children Creating class photos of friendly behaviour Looking at children’s differences and preferences, new beginnings, class rules and routines, supporting children to build relationships JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	Discuss different feelings focussing on excitement. What does it mean to be excited? (link to Christmas), getting on and falling out, how to deal with anger, emotions, self confidence JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I’m Special, I’m Me! Piece 3 – Families and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on JIGSAW: Healthy Me Piece 1 – Everybody’s Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration



Physical Development						
<b>Gross Motor Control</b>	Co-operation games, climbing, different ways of moving, changing for PE, handwashing, toileting. REAL PE	Ball skills, throwing and catching, crate play (climbing), skipping ropes, balancing activities, balance bikes. REAL PE	Ball skills, dancing to music, balancing in gymnastics inspired activities. REAL PE	Balance, children moving with confidence, dance related activities, discuss healthy lifestyle through different books. REAL PE	Obstacle activities, moving under, through etc. Moving to music. REAL PE	Races, team games, working together to make things e.g. obstacle course. REAL PE
<b>Fine Motor Control</b>	Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Dough disco. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Dough disco. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	Daily name/CVC writing activities. Dough disco. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to

						show accuracy and care when drawing.