



# EYFS Curriculum

7Cs focus	Autumn term: 1 'C' per week Caring/Co-operative/Courteous/Confidence/Considerate/Conscientious/Communicative					
Whole school events	Aut 1 Maths/ Art week Harvest Festival St Francis Day: 4 <sup>th</sup> October	Aut 2 Prayer space Outdoor Classroom Day – 1 <sup>st</sup> November Anti-bullying week World Kindness Day – 14 <sup>th</sup> November	Spring 1 Spanish day Safer Internet day Mental health week National Handwriting Day National Storytelling Week (Books at Bedtime): 30 <sup>th</sup> Jan– 6 <sup>th</sup> Feb International Random Acts of Kindness Day: 17 <sup>th</sup> Feb	Spring 2 Book week Science week Prayer space	Summer 1 Well-being/anti- bullying week Outdoor week – Den Day Walk to School week Spanish Day	Summer 2 Sports day/week First Holy Communion Prayer Space
EYFS events/themes	Settling in All About Me	Bonfire Night – 5 <sup>th</sup> November Nursery Rhyme Week – 19-23rd Nov Diwali Christmas	Chinese New Year – 5 <sup>th</sup> Feb. Year of the Pig	Shrove Tuesday – Pancake Day 5 <sup>th</sup> March RSPB Mother's Day – 31 <sup>st</sup> March	People Who Help Us	Father's Day – 16 <sup>th</sup> June
Enhancements			CNY - visitor	Teddy Bears Picnic – Invite Mummy/Granny	People Who Help Us – Emergency	Wimbledon/ EYFS Sports/Fun Day
Driving subject & catchy title	Marvellous Me	Time to Rhyme Sponsored	The Whole Hog	If you go down to the woods	At your service/How does your	Minibeast Madness



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		World Nursery Rhyme Week		today...	garden grow?	
<b>HOOK</b>		<b>Dress as Nursery Rhyme character</b>	<b>Dragon Dance – Andy Cho visitor</b>	<b>Chicks – live web cam</b>	<b>People Who Help Us - Police</b>	<b>Web over door of classroom Minibeast invasion</b>
<b>FABULOUS FINALE</b>		<b>Perform Nursery Rhyme to parents –jam tarts</b>	<b>Dragon Dance – Children to perform to parents in playground. Older chn – drums.</b>	<b>Spring Chicken Song – performance to parents</b>	<b>People who Help Us - firefighters</b>	<b>Blashford Lakes Bug Party</b>
<b>Visitors/Trips</b>			<b>Dragon Dance – visitor/ Chinese food - Tesco</b>	<b>Intech outreach visitor (tbc) Kinson Library</b>	<b>Save the Children visitor</b>	
<b>Literacy/ Communication &amp; Language skills:</b>	Baseline Assessments Phonics 1 & 2 <b>Little Red Hen (T4W)</b> • Join in with	Phonics 2 & 3 <b>We're Going On a Bear Hunt (T4W)</b> • Continues a rhyming string • Links sounds to	Phonics 2,3 & 4 <b>Three Little Pigs (T4W)</b> • Can segment sounds in simple words	Phonics 2, 3 & 4 <b>Mr Wolf's Pancakes (T4W)</b> • Can segment sounds in simple words	<b>Jack and the Beanstalk (T4W)</b> • Able to follow a story without pictures or	<b>Spinderella (T4W)</b> • Write simple sentences which can be read by



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<b>Dev't Matters</b>	<p>repeated refrains</p> <ul style="list-style-type: none"> <li>• Listening to stories with increasing attention and recall</li> <li>• Beginning to be aware of story structure</li> <li>• Hears and says initial sounds in words</li> <li>• Links sounds to letters</li> </ul>	<p>letters</p> <ul style="list-style-type: none"> <li>• Beginning to break the flow of speech into words</li> <li>• Uses language to imagine and recreate roles</li> </ul>	<p>and blend them together and knows which letter represents them</p> <ul style="list-style-type: none"> <li>• Uses letters to communicate meaning</li> <li>• Begins to read words</li> </ul>	<p>and blend them together and knows which letter represents them</p> <ul style="list-style-type: none"> <li>• Uses letters to communicate meaning and represents some sounds correctly and in sequence</li> <li>• Begins to read simple sentences</li> <li>• Reads some common irregular words</li> <li>• Enjoys an increasing range of books</li> <li>• Knows information can be retrieved from computers and books</li> </ul>	<p>prompts</p> <ul style="list-style-type: none"> <li>• Write some common irregular words</li> <li>• Write a simple sentence which can be read by themselves and others</li> <li>• Use phonic knowledge to write words in ways that match their spoken sounds</li> <li>• Use phonic knowledge to decode regular words</li> <li>• Reads some common irregular words</li> </ul>	<p>themselves and others</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways that match their spoken sounds</li> <li>• Demonstrate understanding when talking with others about what they have read</li> </ul>
<b>Maths</b>	<p>Baseline Assessments</p> <ul style="list-style-type: none"> <li>• Using number</li> </ul>	<ul style="list-style-type: none"> <li>• Using number names and number</li> </ul>	<ul style="list-style-type: none"> <li>• Matching numeral and quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Count out objects from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>• Count accurately</li> <li>• Order numbers to</li> <li>• One more/one less</li> </ul>	<ul style="list-style-type: none"> <li>• Count accurately</li> <li>• Order numbers to</li> <li>• One more/one less</li> </ul>



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<b>skills</b> <b>Dev't Matters</b>	names and number language <ul style="list-style-type: none"> <li>• Saying number names in order</li> <li>• Counting using 1:1</li> </ul>	language <ul style="list-style-type: none"> <li>• Saying number names in order</li> <li>• Counting using 1:1</li> <li>• Recognising numerals</li> <li>• Matching shapes in the environment</li> <li>• Constructing with shapes</li> <li>• Naming 2D shapes</li> <li>• Recreating patterns and models</li> <li>• Positional language</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing groups of objects</li> <li>• Separating objects in different ways – same amount</li> <li>• Counting using 1:1</li> <li>• Recognising numerals</li> <li>• Ordering items by length/height/weight/capacity</li> <li>• Order and sequence familiar events</li> </ul>	<ul style="list-style-type: none"> <li>• Find one more/1 less than a given number of objects</li> <li>• Find the total of items in 2 groups by counting</li> <li>• Use language of addition &amp; subtraction</li> <li>• Recording</li> <li>• Money</li> <li>• Naming 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Add/subtract by counting on or back</li> <li>• Problem solving</li> <li>• Doubling</li> <li>• Halving</li> <li>• Sharing</li> <li>• Recording</li> <li>• Time – time of day, o'clock, days of the week</li> <li>• Properties of 2D/3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Add/subtract by counting on or back</li> <li>• Problem solving</li> <li>• Doubling</li> <li>• Halving</li> <li>• Sharing</li> <li>• Recording</li> <li>• Properties of 2D/3D shapes</li> </ul>
<b>Religious Education skills</b>	Creation Sacraments (assess) Using religious vocabulary; making links between stories & beliefs.	ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols. <b>Make links how</b>	Christmas Revelation (assess) Judaism  <b>Make links how feelings and beliefs affect</b>	Lent Holy Week Give reasons for actions by believers. <b>Compare our ideas and answers about</b>	Easter (assess) Pentecost Give reasons for actions by believers. <b>Make links how feelings and beliefs affect behaviours.</b>	Mission Judaism Week Hinduism/ Sikhism Week Prayers, Saints & Feasts Describe ways in which religion is lived



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	Comparing our ideas and answers about difficult questions.	feelings and beliefs affect behaviours.  *Diwali	behaviours.	difficult questions.		out by believers. Make links how feelings and beliefs affect behaviours.
<b>UW – The World</b>	<b>Autumn Walk</b> <ul style="list-style-type: none"> <li>• Talk about things they have observed – plants, animals etc</li> <li>• Show care and concern for living things in the environment</li> </ul>	<b>Planting bulbs</b> <ul style="list-style-type: none"> <li>• Look closely at similarities, differences and change.</li> </ul>	<b>Spring Walk</b> <ul style="list-style-type: none"> <li>• Show care and concern for living things in the environment</li> <li>• -fat balls for birds</li> <li>• Talk about features of own environment</li> </ul>	<b>Chicks</b> <ul style="list-style-type: none"> <li>• Know about similarities, differences in living things</li> <li>• Makes observations of animals</li> <li>• Talk about and observe changes in animals</li> </ul>	<b>Growing – Shake &amp; Rake.</b> <ul style="list-style-type: none"> <li>• Makes observations of animals</li> <li>• Talk about features of own environment and how environments might vary from one another</li> </ul>	<b>Minibeasts</b> <ul style="list-style-type: none"> <li>• Makes observations of animals</li> <li>• Explain why things occur and talk about changes</li> </ul>
<b>UW – People &amp; Communities</b>	<ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own experience</li> <li>• Know some things that make ourselves unique</li> <li>• Talk about similarities and differences between us</li> </ul>	<b>Christmas</b> <ul style="list-style-type: none"> <li>• Talk about similarities family customs and routines.</li> <li>• Begin to recognise similarities and differences between families.</li> </ul>	<b>Chinese New Year</b> <ul style="list-style-type: none"> <li>• Talk about similarities and differences among communities and traditions</li> </ul>	<b>Mother's Day</b> <ul style="list-style-type: none"> <li>• Know about similarities and differences among families</li> </ul>	<b>People Who Help Us</b> <ul style="list-style-type: none"> <li>• Know about similarities and differences among communities</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past events in own lives and family members</li> </ul>



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<b>UW-Technology</b> E-safety	<ul style="list-style-type: none"> <li>Shows skills in making toys work – ie tagpens</li> </ul>	<ul style="list-style-type: none"> <li>Knows information can be retrieved from computers</li> <li>Can complete a simple program – <b>firework pictures</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT hardware ie ipads</li> </ul>	<ul style="list-style-type: none"> <li>Knows a range of technology is used in a variety of different places – <b>Technology at Home Questionnaire</b></li> </ul>	<ul style="list-style-type: none"> <li>Select and use technology for a particular purpose</li> </ul>	<ul style="list-style-type: none"> <li>Select and use technology for a particular purpose – <b>minibeast photos</b></li> </ul>
<b>EAD</b>	<b>Painting self-portraits</b> <ul style="list-style-type: none"> <li>Using tools for a purpose</li> <li>Explore colour</li> <li>Use colour for a purpose</li> </ul> <b>Andy Goldsworthy/ Richard Long – mud paintings</b> <ul style="list-style-type: none"> <li>Explore and create texture</li> </ul>	<b>Clay models</b> <ul style="list-style-type: none"> <li>Experiment to create different textures</li> <li>Manipulates materials to achieve a planned effect</li> <li>Select tools and techniques to shape materials.</li> </ul>	<b>Natural materials/Leaf art pictures</b> <ul style="list-style-type: none"> <li>Combines different media to create new effect</li> <li>Construct with a purpose in mind</li> <li>Create simple representations.</li> <li>Explore materials – <b>3D Three little Pig houses</b></li> <li>Construct with a purpose in mind</li> </ul>	<ul style="list-style-type: none"> <li>Create representations of events, people and objects</li> <li>Choose particular colours for a purpose</li> <li>Manipulates materials to achieve a planned effect</li> <li>Selects appropriate resources and adapt work as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources</li> <li>Select appropriate resource and adapt work where necessary</li> <li>Experiment with colour, design, texture, form and function</li> </ul>	<b>Gaudi – Mosaic Art</b> <ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources</li> <li>Select appropriate resource and adapt work where necessary</li> <li>Experiment with colour, design, texture, form and function</li> </ul>



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			<ul style="list-style-type: none"> <li>• Select tools and techniques needed to shape, assemble and join materials.</li> </ul>			
<b>Music skills</b>	Children will spend time finding their voices and becoming comfortable and confident with their singing. They will experiment with the sounds of various Percussion instruments and begin to play them with some control, following instructions. They will respond with movements to music.	Children will prepare music for a Nativity Performance as well as increase their General Musicianship Skills.	Children will start to recognise how sounds can be changed. They will also recognise repeated sounds and sound patterns and match movements to music. They will continue to sing a variety of songs and listen to a range of music.	Children will express ideas, thoughts and feelings through a variety of songs and the playing of musical instruments. They will make comparisons and links between different pieces and explore the use of Tempo	Children will explore the expressive use of Dynamics and Pitch and further work on Tempo	Children will develop their General Musicianship skills including percussion instrument playing and listen and respond to, a wide variety of music.
<b>PD skills</b>	Dough Disco	Wake & Shake	Wake & Shake	Wake & Shake	Wake & Shake	Wake & Shake



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	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment</li> <li>• Holds pencil between thumb and two fingers</li> <li>• Understand equipment and tools have to be used safely</li> <li>• Dresses with help</li> </ul>	<b>Squiggle me into a writer</b> <ul style="list-style-type: none"> <li>• Use simple tools to effect changes to materials</li> <li>• Handles tools with increasing control</li> <li>• Experiments with different ways of moving</li> <li>• Manages own basic hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing control over moving an object</li> <li>• Begins to use anti-clockwise movement and retrace vertical lines</li> <li>• Experiments with different ways of moving</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use anti-clockwise movement and retrace vertical lines</li> <li>• Travel with confidence and skill</li> <li>• Knows about a healthy range of food</li> <li>• Shows some understanding of good practices contributing to good health</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a pencil and holds it effectively to form recognisable letters</li> <li>• Shows understanding of the need for safety and manages risks</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a pencil and holds it effectively to form recognisable letters and most of which are correctly formed</li> <li>• Shows good control and co-ordination in large and small movements</li> </ul>
<b>PSED Skills</b>  <b>Well-being</b>	<ul style="list-style-type: none"> <li>• Keeps play going by responding to others</li> <li>• Selects and uses activities and resources with help</li> <li>• Can tolerate delay when needs are not immediately met</li> <li>• Aware of boundaries set and behavior expectations in</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate conversation and take account of what others say</li> <li>• Describe self in positive terms and talk about abilities</li> <li>• Aware of boundaries set and behavior expectations in setting</li> </ul> <p><b>Well-being:</b> Anti-bullying Trick Box</p>	<ul style="list-style-type: none"> <li>• Understand how actions affect others</li> <li>• Takes steps to resolve conflicts with other children</li> </ul> <p><b>Well-being:</b> Mental health E-safety</p>	<ul style="list-style-type: none"> <li>• Explains own knowledge and understanding and asks appropriate questions of others</li> <li>• Confident to speak to others about interests</li> </ul> <p><b>Well-being:</b> Mental health Trick Box</p>	<ul style="list-style-type: none"> <li>• Confident to speak to others about opinions</li> <li>• Able to negotiate and solve problems independently</li> </ul> <p><b>Well-being:</b> Anti-bullying week Trick Box</p>	<ul style="list-style-type: none"> <li>• Takes account of others ideas as to how to organize an activity</li> <li>• Confident to speak in a familiar group and say why they like some activities more than others.</li> <li>• Sensitive to others needs and feelings –</li> </ul> <p><b>Well-being:</b> Healthy lifestyles Trick Box</p>





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	setting Well-being: 7Cs Trick Box		Trick Box			
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Code:

Red: Whole School