

EYFS Parent information

	EYFS CURRICULUM					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver topic	<p>Me And My Community Main Driver: PSED</p> <p>In the Me and My Community project, your child will learn about the school community and building friendships. They will explore the school grounds and find out about all the people in school who are there to help them. They will explore how they are special and unique and how everyone's family is different. They will take part in practical activities to support them to build new friendships and explore what makes a good friend. They will also find out about people in the community who help us, including doctors, nurses, and the emergency services.</p>	<p>One Upon A Time Main Driver: Literacy</p> <p>In the Once Upon a Time project, your child will be introduced to the wonderful world of stories. They will listen to a range of traditional tales and have the chance to act out the stories in their play. They will also listen to alternative contemporary stories to see different viewpoints from the characters. They will use the stories to think about how life has changed from when the stories were written. They will also make up their own stories and make masks, props and puppets to act out their stories.</p>	<p>Winter Wonderland Main driver: understanding the world</p> <p>In the Winter Wonderland project, your child will explore the seasonal changes that happen during winter. They will find out about the different weather associated with the winter season and explore changes that happens to water as it freezes. They will find out about what happens to plants and animals during cold weather and explore places in the world that are always cold and snowy, including the animals that live there.</p>	<p>Dangerous Dinosaurs Main Driver: understanding the world</p> <p>In the Dangerous Dinosaurs project, your child will find out about prehistoric animals that lived on Earth. They will learn facts about dinosaurs and discover how big some of these giant creatures were. They will learn about the difference between carnivores and herbivores. They will also find out about the animals that lived after the dinosaurs and which modern-day animals have prehistoric relatives.</p>	<p>Sunshine and Flowers Main driver: Understanding the world</p> <p>In the Sunshine and Sunflowers project your child will explore their local environment and see how it has changed throughout the year. They will grow flowers, fruit and vegetables in the garden area. They will learn how to care for plants and animals, identifying some different types. They will take part in outdoor learning activities and find out how to stay safe in the sun.</p>	<p>Big Wide World Main driver: understanding the world</p> <p>In the Big Wide World project, your child will find out about the world in which they live. They will learn about different climates and explore habitats, including their flora and fauna. They will locate the United Kingdom on a world map and compare life in the United Kingdom with life elsewhere. They will also learn about caring for their environment, both locally and beyond.</p>
Mini Project	<p>Exploring Autumn Main driver: understanding the world</p> <p>This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</p>	<p>Sparkle and Shine Main Driver: PSED</p> <p>This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p>	<p>Starry Night Main Driver: Understanding the World</p> <p>This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p>	<p>Puddles and Rainbows Main driver: understanding the world</p> <p>This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.</p>	<p>Shadows and Reflections Main driver: understanding the world</p> <p>This project teaches children about natural phenomena, including shadows, reflections and echoes. They explore how shadows are formed and how they can change.</p>	<p>Splash! Main driver: understanding the world</p> <p>This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.</p>

Core Texts (Reading)	Where's my Teddy Bear Snores on Blue Chameleon Hello Friend Lost and Found You Choose	By the Light of the Moon Owl Babies Day Monkey Night Monkey The Gruffalo's Child Night Pirates The Dark	The Three Pigs Three Billy Goats Gruff Jack and the Beanstalk The Gingerbread Man Goldilocks and the Three Bears Hansel and Gretel Aladdin Reindeer of the Year	T-Rex On Tour Little Kids First Book of Dinosaurs (non fiction) Cave Baby If I had a Dinosaur Dinosaur Roar	There's a Tiger in the Garden Planting a Rainbow Shark in the Park The Secret Sky Garden The Hungry Caterpillar Through the Magic Mirror	Handa's Surprise Penguin Goes on Holiday The Flying Bath The Crocodile Who Didn't Like Water Flip Flap Ocean What the Ladybird Heard Zog
PSHE	Being Me In My World Covering: Self-identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities	Celebrating Difference Covering: Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself	Dreams and Goals Covering: Challenges, Perseverance, Goal-setting, Overcoming obstacles, Seeking help, Jobs, Achieving goals	Healthy Me Covering: Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety	Relationships Covering: Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend	Changing Me Covering: Bodies, Respecting my body, Growing up, Growth and change, Fun and fear, Celebrations
Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
RE	What makes us special? Exploring the different ways people are special. Through stories, discussions and creative activities, they learn about what makes themselves, people around them and in the community special. They learn that it is good for people to have different beliefs and ideas and that some Christian people believe in God and Jesus.	What are special times? Discovering and comparing special times of Diwali and Christmas. Using pictures, videos, and storytelling, they explore the significance of these festivals and how they are celebrated. Learning about the traditions associated with Diwali and Christmas and discussing the importance of these celebrations in bringing communities together.	Why are some places special? Investigating what makes places special and significant to different people. Starting by discussing places that are special to them, they will learn about about religious buildings and places of worship and discuss the importance of these places to others.	What makes the world special? Exploring what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people's ideas about caring for the world and discussing reasons why this is important.	Why are some things special? Discussing things that are special to them before looking at artefacts, images and stories, children explore the meaning and value of these items to some people. They discuss how objects can hold personal or communal significance and learn to respect and appreciate these differences.	Why are some stories special? Listening to different stories, children will explore what they can learn about people's beliefs. They will understand that stories have the power to inspire and teach, encouraging people to do good things, which makes stories special
PE	Introduction to PE They pupils will learn some of the basic principles such as finding a space, freezing on command, stopping safely, using and sharing equipment and working individually, with a partner and in groups. They will take part in activities which will develop	Fundamentals In this unit, the children will learn some of the fundamentals skills of balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities.	Gymnastics In this unit, children will explore creating shapes, balances and jumps and begin to develop rocking and rolling. They will learn to show an awareness of space and how to use it safely to perform basic skills on both the floor	Dance In this unit, pupils will develop their expressive movements, exploring how to use space safely. They will explore travelling movements, shapes and balances. Children will choose their own actions in response to a stimulus. They	Ball skills In this unit, pupils will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children	Games In this unit, pupils will practice and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work

	fundamental skills such as running, jumping and skipping.		and apparatus. They will copy, create, remember and repeat short sequences.	are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music.	will be able to develop fine and gross motor skills through a range of game play, using a variety of equipment.	with a partner and begin to understand what a team is, as well as how to manage winning and losing.
Supporting your child at Home	Supporting your child at home <ul style="list-style-type: none"> Look at family photographs together and discuss who is part of your family and extended family. Look at baby photographs and talk about how they have grown. Look at any childhood photographs of parents and grandparents. Talk about the things you like to do together and places you like to go. Share and discuss the Did you know? resource 	Supporting your child at home <ul style="list-style-type: none"> Read traditional stories and fairy tales to your child. Visit your local library and choose picture books to share. Talk about the characters in stories and whether they like or dislike them. Talk about how the characters in stories behave and what they could do differently. Share and discuss the Did you know? resource. 	Supporting your child at home <ul style="list-style-type: none"> Go on a winter walk and talk about how the environment has changed since the summer months. Put bird food out in the garden or on a window ledge and observe the birds that visit. Leave water out in a shallow container overnight on a cold night and see if the water freezes. If it snows, build a snowman, and take a photo of it to share with the rest of the class. Share and discuss the Did you know? resource. 	Supporting your child at home <ul style="list-style-type: none"> Go onto the Natural History Museum website and look at interesting facts about dinosaurs together. Go to the CBeebies Dinosaurs website and explore the games and videos together. Look up interesting dinosaur facts to share with the class. Share and discuss the Did you know? resource. 	Supporting your child at home <p>Grow some quick growing plants together, such as salad leaves, radishes or cress.</p> <p>Plan and go on a picnic.</p> <p>Go on a local walk and talk about the changes that have happened to living things throughout the year.</p> <p>Share and discuss the Did you know? resource.</p>	Supporting your child at home <p>Use Google Earth to explore where you live and look up places you would like to visit.</p> <ul style="list-style-type: none"> Talk about places around the world you have visited, or places that family members or friends live. Look at the places on a map and talk about ways to travel. If you go on holiday, send a postcard to school to show where you went. Share and discuss the Did you know? resource.
Core songs and Rhymes	BBC Nursery rhymes Baa Baa Black Sheep Mary Mary Humpty Dumpty 5 Little Speckled Frogs	BBC Nursery rhymes Goosey Goosey Gander Heads Shoulders Knees and Toes Incy Wincy Spider 5 Currant Buns	BBC Nursery rhymes Old King Cole Jack and Jill I hear Thunder 5 little Men	BBC Nursery rhymes Yellow Bird Hickory Dickory If you're Happy and you know it Little Bo Peep 1 Tomato 2 Tomatoes	BBC Nursery rhymes Ring a Ring a Roses Wheels on the Bus Twinkle Twinkle 10 Green Bottles	BBC Nursery rhymes 3 Blind Mice This Old Man Row Row your Boat 10 in the Bed
Numerical Development	Working with numbers below 5, subitising, counting and making sets of numbers.	Working with numbers up to 5, subitising, counting and making sets of numbers.	Explore number patterns within 5. Begin to look at patterns with numbers	Explore symmetrical patterns, linking this to doubles. Consolidate understanding of	1 more/less and double patterns. Subitise to show patterns within	Consolidate learning and understanding of concepts previously

(Number and Number patterns)		Begin to count beyond 5. Explore the c oposition of the number 5. Compare and match sets of numbers.	beyond 5. Develop verbal counting to 20 and beyond. Represent quantities between 5 and 10. Explore equal and unequal sets.	number and components of number within 10. Become more familiar with the counting pattern beyond 20. Compare numbers, reasoning about which is more/less.	10. Develop counting to 20 and beyond from different starting points. Order sets of objects, linking this to their understanding of the ordinal number system.	taught in a variety of contexts with different numbers.
Phonic and reading development (This may vary from child to child but this is the planned route through Reception)	Set 1 sounds M, a, s, d, t, l, n, p, g, o Word Time 1.2 Sound Blending Book 1	Set 1 sounds M, a, s, d, t, l, n, p, g, o, c, k, u, b Word Time 1.3 Sound Blending Book 2	Set 1 sounds M, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h Word Time 1.4 Sound Blending Book 3	Set 1 sounds M, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w Word Time 1.5 Special Friends Sound Blending Book 4	Set 1 sounds M, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, gg, ss, ll Word Time 1.6 Special Friends Sound Blending Book 5	Set 1 sounds M, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, gg, ss, ll CVC sh, CK Word Time 1.6 Special Friends Sound Blending Book 6
Early writing (Literacy)	Letter formation and pencil control Use taught phonic knowledge and known words to write a simple sentence.	Letter formation Belding graphemes to spell words and phrases Use taught phonic knowledge and known words to write a simple sentence.	Early writing instruction Compose a sentence Attempt to spell unknown words using phonic knowledge Broaden vocabulary Add composition	Composing a sentence	Composing a sentence Attempt to spell unknown words using phonic knowledge Broaden vocabulary Add composition	Beyond a sentence Writing stamina Write beyond a single sentence (2-4 sentences)