



## EYFS Curriculum Plan

### Introduction

The plan below outlines the areas of learning covered within EYFS. This includes content from a range of sources in line with our EYFS Curriculum Design – statutory EYFS coverage, Development Matters, Foundational Subject Objectives, and specific Scheme Progression. Throughout all areas, the elements of Knowing, Becoming and Feeling are drawn out (in line with our whole-school vision) and vocabulary development is prioritised. The plan includes our projected coverage according to term etc., although our application of responsive reshaping according to children's needs may lead to some adjustment to this (whilst maintaining fidelity to scheme progression e.g. in Phonics). In specific areas, subjects are not always taught 'discretely' (e.g. History, Science etc.) but are taught within the context of the areas of learning (e.g. Understanding the World).

Theme (can be reshaped around interests)	Autumn 1 Magical Me	Autumn 2 Celebrations	Spring 1 Around the World	Spring 2 Once upon a time!	Summer 1 Time to Grow	Summer 2 Amazing animals
<b>Possible ideas to cover</b> Foci within the theme	All about me, family Autumn	Special events – birthdays, Halloween, bonfire night, Diwali, Christmas – link with toys in the past	Winter, changes in weather, animals in winter (arctic) Chinese New year	Traditional tales – Heroes people who help us	Growing – plants, how to be healthy	Summer Minibeasts Under the sea/holidays
<b>Experiences</b> (including events)	Autumn Walk Autumn soup & bread making Harvest Festival	Post a letter Road Safety Week Christingle Service Carols round the Tree	Pancake Day/Lent Mental Health Awareness Week Internet Safety Day Exploring ice/making ice	Fire service visit Dental service visit British Science week Mother's Day Easter	Farm Visit Growing beans investigation	Father's Day Sports Day Life Cycles – frog, butterflies etc.
<b>Communication &amp; Language</b> (CL)	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
<b>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,</b>	Welcome to EYFS Settling in activities -Making friends. Children talking about experiences that are familiar to them – what do you like? Who lives in your house? This is me! Model talk routines through the day. E.g. "Good morning, how are you?" Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Use new vocabulary through the day.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage with non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Developing story telling – using story language – once upon a time.... Listen to and talk about stories to build familiarity and understanding. Engage with non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
<b>Personal, Social &amp; Emotional Development</b> (PSED)	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<b>Whole EYFS Focus – PSED is developed throughout the year through high quality interactions, teaching and modelling behaviours, engaging play, learning routines, building emotional vocabulary etc.</b>	<b>RESPECT</b> Class rules: Behavioural expectations in the class/boundaries set Class rules Begin to understand <b>school values – we care, we respect, we do our best</b> . Is it ok to be different? Friendships Emotions/feelings	<b>RESPECT</b> Keeping myself safe – fireworks, strangers, road safety, using computers. Mental well being Anti-bullying week I know what it means to be respectful and to be treated with respect. Independence: putting own socks and shoes on	<b>RESPECT</b> Becoming an active citizen Mental Health week E safety	<b>RESPECT</b> Healthy lifestyle Safe strangers Friendship  Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	<b>RESPECT</b> Me and future Setting goals – Mental Health Week  Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<b>RESPECT</b> Transition Changes  Transition into Year 1 and preparation for this
PSHCE Scheme	N/A	N/A	Dreams and Goals	Healthy Me	Relationships	Changing Me



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<b>Physical Development (PD)</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
<b>Fine Motor Skills</b>  <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i>  <i>Daily opportunities for Fine Motor Activities</i>	Funky fingers activities Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills  Daily activity	Funky fingers activities Threading, cutting, weaving, playdough, Fine Motor activities. 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.	Funky fingers activities daily setup 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 / zips Cutting with Scissors	Funky fingers activities Daily set up  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Draw pictures that are recognisable	Funky fingers 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	Funky fingers activities  Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Build things with smaller linking blocks, such as Duplo or Lego
<i>Dough disco</i>  <i>Squiggle while you wiggle</i>	Up and down movement Arches, circles and spirals	Upwards and downwards lines Spirals and figure of 8	Side to side lines Squares, diagonal lines, triangles	Squiggle/Dough Disco as an intervention	Squiggle/Dough Disco as an intervention	N/A
<b>Gross Motor/PE</b>  <i>Availability of outdoor equipment throughout the year</i>	Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on/ changing for PE  Use of outdoor climbing frame	Revise the movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing alternative feet up the ladder  Balance moving along a bench/beam Large movements using streamers and paintbrushes.	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Landing safely, use of ropes, climbing frame, wedge, balance along benches in hall	<b>Complete PE</b> Throwing and catching skills – aiming at targets Developing balancing skills,	<b>Complete PE</b> Ball skills –throwing, catching, kicking, controlling. Using different sized balls- aiming at a target Dribbling I can join in with a game.	<b>Complete PE</b> Team games – working together I can join in with a game. Follow the rules of a game. Sports day practice team events
<b>Literacy</b>	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Phonics</b> <i>Little Wandle Scheme, see separate plan</i>	Phase 1 recap Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 4	Phase 4
<b>Reading/Writing</b>  <i>See separate writing plan</i>	FMS Mark Making for a purpose. Letter formation – name writing Stories – ability to listen and comment	FMS Mark making or a purpose. Letter formation Writing for a purpose – cards, invitations	Rhyming words Writing simple captions Letter formation Tricky words.	Captions Writing recipes, lists. Writing short sentences Order events from a story (Easter link)	Exciting adjectives 'Wow words' Writing short sentences to accompany story maps. 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. Recount farm trip Character description	Labels and captions – life cycles Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description



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<b>Key stories</b> Possible texts to consider	Super Duper You Colour Monster Elmer Goldilocks and 3 bears The three little pigs Pumpkin soup Ouch!	Nursery Rhyme Week Owl babies Whatever next. Funny bones Sparks in the sky The Jolly Postman/Christmas Postman Zoe's list	Dear Polar Bear Seren's seasons (Twinkl) Henry's Holiday Non-fiction books – winter animals Lost and found The Runaway iceberg	The Gingerbread man Three Billy Goats Gruff Little Red Riding Hood Superworm Supertato People who help us stories	What the ladybird heard Farmer Duck Jack and the beanstalk Jasper's beanstalk Oliver's vegetables	The Very Greedy Bee The hungry caterpillar Handa's surprise Commotion in the ocean Tiddler The Rainbow Fish
<b>Maths</b>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
<b>NCETM – Mastery Maths</b> Number blocks	Baseline Session 1- 10 NCETM Identify when a set can be subitised & when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Spot smaller numbers 'hiding' inside larger numbers		Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame Focus on equal and unequal groups when comparing numbers		Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2	
<b>Understanding the World (U+W)</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Science</b>	Seasonal changes - autumn  Materials – properties of three little pigs' houses Exploring cornflour	Seasonal changes - autumn  Plants - studying different leaves, twigs and other found objects- comparing materials.	Seasonal changes - winter  Materials – Ice experiments: How can we make ice? How can we melt ice the quickest?	Seasonal changes - spring  Animals and Humans - the effects of exercise on our body	Seasonal changes - summer  Plants - The needs of a plant experiment Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers	Living things and their habitats - talk about ways in which I can look after the environment. Building and investigating a bug hotel  Animals and Humans - Making fruit kebabs – being healthy Life cycles: butterflies/ frog I  Light - Investigating Shadows
<b>Computing</b>	Computing Systems - Identify everyday technology: links to technology at home Talk about how everyday technology is controlled  Programming - Interact with simulation software Understand that 'output' is the result of a trigger (pressing the play button) Control a programmable toy  Media - Make marks on a digital device to communicate their ideas	Computing Systems - To switch on a computer To understand the basic functions of a tablet (home button, lock button and volume buttons) To navigate their way around tablet and operate several apps confidently.  Data and Information - To know that ICT may be used to communicate information electronically.	Programming - Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.  E-safety awareness of how to stay safe online - To tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves. To know that not everything they see on the internet is true.	Computing Systems - To use a mouse to select and complete a programme.  Programming - Complete a simple BeeBot program using a grid map or carpet squares.	Computing Systems - Use tablet to read online stories.	Data and Information - To know that information may be stored on a digital device To explore a website To collect and sort information using ICT.



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<b>History</b>	Chronology - Exploring family/ family tree- who is in my family Use language associated with time – then, before, now next, soon. Talk about significant events in my own experience  Similarity and Difference - Toys now and then  Historical Figures - Guy Fawkes		Historical Figures - Florence Nightingale - nursing  Change and Continuity -- Changes past and present jobs/ people in community Talk about key roles people have in society both in the present and past.		Change and Continuity – baby to now. Significance – Monarchy - Who is the King? – Coronation – I know about events which have happened in my lifetime.  Similarity and Difference – holidays past and present- use photographs to describe past events in some detail.	
<b>Geography</b>	Place Knowledge - Talk about our immediate environment- features of where we live. I know where I live.  Human and Physical - Look at environment around us – signs on streets – link to post letter – walk to church. I know some features of my immediate environment.		Cultural Awareness - Respecting difference. Talk about lives of people around us. I know that not all places in the world are the same.  Scale - Knowing there are different countries in the world (China- Polar regions)		Place Knowledge - Where do we live? Map of the United Kingdom  Locational Knowledge - Map of journeys- story link and our immediate environment  Disciplinary - I can draw simple maps.	
<b>RE</b>	Believing - Talk about stories, people and places which are special to them.  Expressing - Share occasions when things have happened in their lives that made them feel special. Identify and explore some features of sacred places  Living - Celebrations – Diwali / Christmas		Believing - Christian beliefs  Expressing - Easter Story  Living - Chinese New Year - recognising that people have different beliefs		Believing - Recognise some religious words e.g. about God.  Expressing - Eid celebrations  Living - Recall in simple terms what happens at a traditional baptism.	
<b>Expressive Arts &amp; Design (EAD)</b>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
<b>Art</b>	Painting and Media - Self portraits  Artists - Kandinsky circles – link squiggle/maths	Painting and Media - Mixing colours- firework pictures  Generating Ideas - Create/invent a toy  Sculpture - Diwali pot -clay	Artists - Van Gogh – stary night – create picture  Painting and Media - Mixing colours	Craft and Design - Mothers' Day cards  Drawing - Observational drawings	Drawing - still life – fruit bowl/flowers	Craft and Design - Fathers' Day cards  Artists - Henri Matisse - Repeating collage patterns
<b>Music (Kapow Scheme)</b>	Exploring sound  I can sing familiar songs.	Christmas songs for Christingle service	Music and Movement  Singing familiar songs and rhymes	Musical Stories	Big Band	Rhythm sticks
<b>DT (Kapow Scheme)</b>	Cooking and Nutrition - Soup	Structures – Junk Modelling  Seasonal Projects - Christmas cards	Practising skills so far- threading and weaving, junk models	Structures – Boat Building  Melting choc - making Krispy cakes	Textiles - Bookmarks	Seasonal Projects – rainbow salad/kebab (food)
<b>Assessment Opportunities</b>	Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings	On-going assessments Parents' evening info Pupil progress meetings EYFS team meetings Cluster/ In-house moderation Check point Assessments Phonics assessments Key word assessments	GLD Projections for EOY Pupil progress meetings Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	EYFS Team meetings Phonics assessments	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data