

## EYFS Curriculum Map 2025-26

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Key texts</b>	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 
<p><b>Repeated reads</b></p> <p>We read a book across a week so children know it really well, and we then focus on teaching vocabulary from the text the following week</p> <p><u>PSED</u></p> <p>These books are a <i>starting point</i> for exploring the many topics that can be covered.</p>	<p><u>Repeated reads</u> <b>As above</b></p> <p><u>PSED Link</u> <b>The Colour Monster</b> (emotions/ self regulation- one colour a week) <b>All are welcome</b> (celebrating difference) <b>Love</b> Coleen Averiss (transition to school)  <u>Black History Month</u> <b>Where are you from?</b> <b>Coming to England</b></p>	<p><u>Repeated reads</u> <b>As above</b></p> <p><u>PSED Link</u> <b>Pink is for Boys</b> (neurodiversity/Christmas) <b>Where Bjorn Belongs</b> (neurodiversity/Christmas) <b>It's a No Money Day</b> (link to harvest/ donations) <b>The Christmas Story</b> (RE) <b>The Best Diwali ever</b> (RE)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> <b>Hats of Faith</b> (RE) <b>Astro girl</b> (black female astronaut) <b>Giraffes can't dance</b> (perseverance/mental health week- 11<sup>th</sup> May) <b>The perfect fit</b> (celebrating difference and link to maths) <b>My magic family</b> (different families) Love grows everywhere (different types of love)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> <b>What happened to you?</b> (discussion around physical disabilities) <b>Talking is not my thing</b> (neurodiversity) <b>The proudest Blue/ Not Now Noor!</b> (Ramadan) <b>This is me</b> (Down Synndrome)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> <b>A Superpower like mine</b> (Dr Ranj) explore our Superpowers <b>My Hair</b> (celebrating and learning about differences) <b>The Lion Inside</b> (being brave) <b>My daddies</b> (different families)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> <b>Julian is a mermaid</b> (diversity) <b>The Koala who could-</b> (change/ moving on) <b>The Little Tree</b> (transition) <b>The Paper Dolls</b> (transition) <b>After the fall-</b> perseverance, being brave</p>

<b>Enrichment opportunities</b>	Crime Scene for 3 Little Pigs/ wanted posters for the wolf	Find Little Red Riding Hood in the woods and listen to her story.	Introduce World map- Our links with the world-invite parents	Trip to the farm	Visits from People who help us: Police officer/ Paramedic/ firefighter/ Chartwells	Visit the pond/ go pond dipping/ find Bog Baby
<b>Experiences</b>	Audio recording of baby bear/	Tasting different breads	Beegu spaceship crash landing on the playground	Farmer Duck letter	Evil pea on the loose!	Goodbye Bog Baby party and picnic
<b>Visitors</b>	Making porridge	Gingerbread Man on the Loose	Local Walk to the stream to find Beegu	<i>100 days of school celebration</i>	Forest day- stick hunting/ making	Gallery
	Meet key people from school	Posting a letter/ Post office role play	Astronaut training day	World Book Day immersion day	International Day	Poetry performance
		Baking Biscuits	Meet Lupin/ other dog			Visits to year 1
		Christmas performance	Dogs Trust workshop- Mrs Knight			Visitor to learn about Eid
		Lighthouse Company Christmas workshop	Take class dog home			Visit from a baby/ toddler (PSED)
		Visitor to learn about Diwali				Drumming workshop

**Communication and Language/ Literacy**

**UNCRC Articles 12 and 13.**

We will identify children early on who are behind in their Communication and Language using the Wellcomm program and support them using strategies suggested by Wellcomm, as well as looking at documents such as 'Universally speaking'. Children who have SALT targets will be given additional support to work on these. We will assess children with speech production issues who are not under SALT and give additional support where possible.

**Key Vocabulary**

We aim to provide an environment that is rich in language, through adult- child, child- child and adult- adult interactions. We will do this through thinking carefully about how our continuous provision allows opportunities for talk and for enriching vocabulary, planning enhanced provision that will entice children to talk to each other and to adults, who can scaffold their vocabulary. We read high quality texts on a daily basis, containing rich vocabulary.

<b>Word mats for each key text for vocabulary to support writing- Spring onwards</b>	<b>The Three Little Pigs</b> <b>Goldilocks</b> <b>Jack and the Beanstalk</b>	<b>Little Red Riding Hood</b> <b>The Little Red Hen</b> <b>Billy Goats Gruff</b> <b>The Gingerbread Man (Talk for Writing)</b>	<b>Beegu</b>	<b>Farmer Duck</b>	<b>Supertato</b>	<b>Bog Baby</b>
	<i>Huffed, puffed, squeal, collapse</i>  <i>Sneaked, scorching, just right</i>  <i>Courageous, twisted, lurk, thundered</i>	<i>Splendid, bouquet, hurried, strayed, wicked</i>  <i>Very well, harvested,</i>  <i>Trot, bellowed, luscious, tumbled</i>  <i>Sly, popped, sprinted,</i>	<i>Word mat: Beegu alien spaceship friendly looked</i>  <b>Oh no George!</b> <i>Word mat: George, Harris, dog, Oh no, good, love, said, thinks, sorry, well done,</i>	<i>Word mat: Farmer Duck, work, lazy, quack, fed up, meeting cow sheep waddled</i>  <b>Look what I found on the farm</b> <i>Word Mat: Pig piglet, cow, calf, horse, foal, sheep, goat, lamb, chicken, tractor, farmer</i>	<i>Word mat: Frozen, vegetables, evil pea, Supertato, rescue, trolley, crime</i>  <b>Stanley's stick</b> <i>Word mat: Stick, carried, whistle, guitar, dinosaur, names, pretend, station,</i>	<i>Word mat: Bog Baby, magic, bluebells, boggly eyes, spiky tail, cake crumbs, shells, love, belong</i>  <b>Yucky Worms</b> <i>Word mat: Yucky, worm, wriggle, friends, earth, cast, rain, bristles,</i>

<p>Tier 2 vocabulary- teach following reading a story</p> <p>Review words from the story When might you? When might someone say? Agree or not? What's the word?</p>			<p><u>Repeated stories</u></p> <p><b>Leo and the Octopus</b> <i>relax, impressed, determined, nervous, challenging, calm, confuse, darted</i></p> <p><b>A Little bit Brave</b> <i>Daring, stomped, adventure scurrying, proud, familiar, whimpered gobbled</i></p> <p><b>One Snowy night</b> <i>Cosy, miserable, snuggled, scraping, fierce, chuckle, shoved, shivering</i></p>	<p><u>Repeated stories</u></p> <p><b>Smalls Big Dream</b> <i>Marvelled, gazed, beamed, escaped, snuggled, stumbled, courage</i></p> <p><b>Elmer</b> <i>slipped away, absolutely, serious, burst, gasped, celebrate, decorate</i></p> <p><b>On the way home</b> <i>sneaking crammed soaring vast gloomy slithering struggled</i></p>	<p><u>Repeated stories</u></p> <p><b>Ruby's worry</b> <i>Explore, discovered, wondered, enormous, barely, unexpected, shrink, tumbled</i></p> <p><b>Where the wild things are</b> <i>mischief, roared, staring, terrible, tumble, lonely, blinking</i></p> <p><b>The extraordinary gardener</b> <i>Imagination, wild, ordinary, roamed, soared, longed, discovered</i></p>	<p><u>Repeated stories</u></p> <p><b>After the Fall</b> <i>Eventually, grand, fortunately, admit, perfect, terrified</i></p> <p><b>The Koala who could</b> <i>Risky, clung, adventure, chatter, keen, leap, welcoming</i></p> <p><b>Dogger</b> <i>Belonged, fond, anxiously, searched, exciting, terrible, practising, staring</i></p>
<p><b>Key Concepts</b></p>	<p>What- when reading stories</p>	<p>Where- when reading stories</p>	<p>Who- when reading stories</p>	<p>How- when reading stories</p>	<p>Why- when reading stories</p>	<p>When- when reading stories</p>
<p><b>Structured talk/ oracy</b></p>	<p>Stem sentence- 'I feel ___ when___' (link to Colour monster)</p>	<p>Stem sentence- 'I wish for ___' (link to Christmas wishes)</p>	<p>Stem sentence- 'I think ___ (link to Beegu text- I think Beegu has gone to the train track because...)</p>	<p>Stem sentence</p> <p>I know that...</p> <p>The best part was (link to trip)</p> <p>'First we, next we, then we...'- (link to farm trip)</p>	<p>Stem sentence</p> <p>I like/ don't like because___' (link to vegetables)</p>	<p>Stem sentence "I don't think you should/ I do think you should___ Because—"' (link to Bog Baby conscience alley)</p>

<p><b>Speaking and Listening opportunities</b></p> <p>(Not limited to but including)</p>	<p>Start 'Birthday Walks' looking back at photos of each child at each year of their life and how they have changed- parent and child together where possible.</p> <p>Introduce thinking thumbs (oracy)</p> <p>Repeated stories</p> <p>Learn nursery rhymes with song bag (video for website)</p>	<p>Birthday Walks</p> <p>Christmas performance of the Gingerbread Man (choral recall)</p> <p>Introduce talk partners</p> <p>Story maps</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p>	<p>Birthday walks</p> <p>Introduce helicopter stories and tales toolkit to structure storytelling</p> <p>Each child takes Beegu home for the night and talks to the class about their time together. Practise asking questions and teach a question is something we don't know yet that we want to find out.</p> <p>Repeated stories</p> <p>PE</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p>	<p>Birthday walks</p> <p>Helicopter Stories</p> <p>Hot seating the duck</p> <p>Freeze framing Farmer Duck</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p> <p>PE</p>	<p>Birthday walks</p> <p>Helicopter Stories</p> <p>Questions for our visitors</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p> <p>PE</p>	<p>Birthday walks</p> <p>Helicopter Stories</p> <p>Conscience alley for Bog Baby</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket) performance for new children/parents</p> <p>PE</p>
<p><b>Writing</b></p>	<p><u>Initial sounds</u></p> <p>(Model writing crime scene report- words recipe for porridge- list labelling pictures with initial sounds.</p> <p>Daily Name writing</p> <p>Story maps</p> <p>Model correct grip</p> <p>Letter formation</p> <p>Pattern and fine motor work</p>	<p><u>CVC Words</u></p> <p>E.g., dog, dig, pig, cat, on, at, top, man, alongside a visual.</p> <p>Introduce Fred fingers for spelling/writing (pinch the sounds)</p> <p>Daily Name writing/ handwriting</p> <p>Story maps- already drawn</p> <p>Introduce message pockets</p> <p>Model correct grip</p> <p>Pattern booklets for handwriting</p> <p><u>Common Exception words</u> <b>the I a</b></p>	<p><u>Short Phrase (introduce word boundaries, spaces between words)</u></p> <p>E.g., a dog, the alien, my mum, I can, the cat, I am, it is a</p> <p>Daily handwriting letter of the week</p> <p><u>Common Exception words</u> <b>of my to</b></p>	<p><u>Caption - subject + verb (who/doing) or adjective/object</u></p> <p>Learn about capital letters, full stops and question marks</p> <p>The cow sits</p> <p>The hen clucks.</p> <p>Can you help?</p> <p>A red cat</p> <p>A pink pig</p> <p>Daily handwriting letter of the week</p> <p><u>Common Exception words</u> <b>said are no</b></p>	<p><u>Sentence Subject + Verb + Object (who/doing/what)</u></p> <p>Daily handwriting letter of the week</p> <p>Supertato rescues the carrot.</p> <p>The doctor helps people.</p> <p>The pea is on the loose.</p> <p><u>Common Exception words</u> <b>your you he she</b></p>	<p><u>Sentence Subject + Verb + object</u></p> <p>The bees make honey.</p> <p>I have six legs.</p> <p>The snails slides on the pot.</p> <p>Bog Baby sucks his toes.</p> <p>I make silky webs.</p> <p>Use some capital letters and full stops.</p> <p>Morrells handwriting for those who need it.</p> <p><u>Common Exception words</u> <b>put go</b></p>
<p><b>Phonics/ Word reading</b></p>	<p>See phonics progression document. Children not on track will have phonics tutoring to ensure they keep up.</p>					

<p><b>Personal, Social, Emotional Development (PSED)</b></p> <p><b>UNCRC Articles 12,13,14,24 and 30</b></p> <p>PSED is ongoing throughout the year and we respond in the moment as well as based upon observations and assessments to support children's needs and development.</p>	<p><u>Self-regulation focus</u></p> <p>Use the <b>Colour Monster book</b> to discuss emotions and strategies for dealing with them.</p> <p>Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.</p> <p>Introduce the Golden Rights (Be Kind, Be Safe, Be Fair, Try Your Best and class rules and systems including recycling and respecting environment)</p> <p>NSPCC PANTS</p> <p>Name special people in their lives – family houses and circle of friends ((year 1 who is special to us?)</p> <p>Teach children to wash hands properly and use the toilets safely and respectfully.</p> <p>Teach self-organisation at home time-visuals</p> <p>Teach handwashing</p> <p>Teach appropriate toilet use and routines</p> <p>Teach how to put on a coat</p>	<p><u>Self-regulation focus</u></p> <p>Use the <b>Colour Monster book</b> to discuss emotions and strategies for dealing with them. Introduce Colour Monster strategies box/ resources to support self-regulation</p> <p>Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Model resources</p> <p>Model games box for taking turns</p> <p>Teach how to do up a zip</p> <p>Play fighting social story</p> <p>Turn taking interventions (model, support building relationships and teach play skills)</p> <p>Teach how to say stop I don't like it</p>	<p>Talk about similarities and differences; Valuing Difference</p> <p>Be sensitive towards others and celebrate what makes each person unique;</p> <p>Recognise that we can have things in common with others;</p> <p>Demonstrate building relationships with friends;</p> <p>Use speaking and listening skills to learn about the lives of their peers (Link with Beegu)</p> <p>Learn about saying sorry (grape analogy)- you can't take back actions/ words</p> <p>NSPCC PANTS</p> <p>Learn about animal vs human needs and caring for others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>NSPCC pants</p> <p>100 days of school- look back through learning journals/ sense of achievement.</p>	<p>Understand that they can make healthy choices;</p> <p>Name and recognise how healthy choices can keep us well.</p> <p>Learn about farm-fork and where food comes from.</p> <p>Oral health (visit from a dentist)</p> <p>Sun safety</p> <p>Learn about first aid and what to do in an emergency</p> <p>International day-celebrating difference</p>	<p>Feel resilient and confident in their learning. Reflect upon learning we have done so far in Reception and the progress we have made.</p> <p>Dojo Growth Mindset- a secret about the brain</p> <p>Dojo Growth Mindset- The magic of Mistakes</p> <p>Dojo Growth Mindset- The Incredible Power of Yet</p> <p>Sports day</p> <p><u>Transition</u></p> <p>Link with <b>Bog Baby</b> and discuss how we have to say goodbye- the children will belong in year 1 now</p> <p><b>The Little Tree</b> – link to talk about needing to change/ grow/ move on</p> <p>Teachers to come down to EY Sessions in year 1</p> <p>Transition books with photos</p> <p>Video of year 1</p> <p>Verbal handover plus transition notes</p> <p>Talking to younger children coming for stay and play sessions</p>
<p><b>PSED Texts</b></p>	<p><b>The Colour Monster</b> (emotions/ self-regulation - one colour a week)</p> <p><b>All are welcome</b> (celebrating difference)</p>	<p><b>Pink is for Boys</b></p> <p><b>Where Bjorn Belongs</b> (neurodiversity/Christmas)</p> <p><b>It's a No Money Day</b> (link to harvest/ donations)</p> <p><b>Talking is not my thing</b> (neurodiversity)</p>	<p><b>Hats of Faith</b> (RE)</p> <p><b>Astro girl</b> (black female astronaut)</p> <p><b>Giraffes can't dance</b> (perseverance/mental health week)</p> <p><b>The perfect fit</b> (celebrating difference and link to maths)</p> <p><b>My magic family</b> (different families)</p>	<p><b>What happened to you?</b> (discussion around physical disabilities)</p> <p><b>The proudest Blue/ Not Now Noor!</b> (celebrating and learning about differences- link with Ramadan/RE)</p> <p><b>This is me</b> Down Syndrome Day</p>	<p><b>A Superpower like mine</b> (Dr Ranj) explore our Superpowers</p> <p><b>My Hair</b> (celebrating and learning about differences)</p>	<p><b>My daddies</b> (different families)</p> <p><b>Julian is a mermaid</b> (diversity)</p>

<p><b>Physical Development</b></p> <p><b>UNCRC Articles 24 and 31.</b></p> <p>Fine motor control in provision weekly</p>	<p>Focus on gross motor development for the first term in the outside area- set out rules for bikes/scooters/ ball games</p> <p>Daily name writing</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Focus on gross motor development for the first term in the outside area- Consolidate rules for bikes/scooters/ ball games</p> <p>Start Dough Disco</p> <p>Teach how to use cutlery (Chartwells)</p> <p>Daily name writing</p>	<p><b>Start PE session in the big hall. Get Set 4 P.E planning</b></p> <p><i>Introduce PE sessions in the hall- Introduction to PE</i></p> <p>Teach throwing and catching- eyes on the ball- large ball</p> <p>Introduce parachute games</p> <p>Continue Dough Disco</p> <p>Daily handwriting</p>	<p><b>Get Set 4 P.E planning</b></p> <p><i>Introduce PE sessions in the hall- Dance unit 1</i></p> <p><i>Introduce play trail (PPA)</i></p> <p>Daily handwriting</p> <p>Introduce 'magic pencil time' weekly taught line drawing of a plant or animal to develop pencil control</p> <p>Trip to Farm- play area</p>	<p><b>Get Set 4 P.E planning</b></p> <p><i>Introduce PE sessions in the hall—Gymnastics unit 1</i></p> <p>Daily handwriting</p> <p>Teach ways of moving each week and add posters to physical area</p>	<p><b>Get Set 4 P.E planning</b></p> <p><i>Introduce PE sessions in the hall- Games unit 1</i></p> <p>Daily handwriting</p> <p><i>Sports day and learning how to participate in different races. (Egg and spoon, running, relay, water, dressing up, hurdles, bean bag) Discuss winning and losing graciously, competing as an individual or a team.</i></p>
<p><b>Mathematics</b></p> <p><b>See Maths Progression Document</b></p> <p><b>Maths songs</b></p> <p>Size: When Goldilocks went to the house...</p> <p>Counting songs: 5 little ducks, 5 little speckled frogs, 10 green bottles, 1,2,3,4,5, 10 little monkeys</p>	<p><b>Subitising</b></p> <p>→<b>Subitise objects &amp; sounds</b></p> <p>→ <b>Subitise within 5</b> focusing on die patterns</p> <p>→Introduction to 2D shape through 2D shape group names: circles, triangles, rectangles, squares, pentagons</p> <p><b>Counting, ordinality &amp; Cardinality</b></p> <p>→ Focus on the 'five-ness of 5'</p> <p>→Practise object counting skills</p> <p>→Match numerals to quantities within 10</p> <p>→Verbal counting beyond 20</p> <p>→Focus on ordinality &amp; that each number is one more than the previous</p> <p>→SSM through our 'What happened once upon a time?' topic</p> <p>→Size comparisons through Stories: Goldilocks &amp; The 3 Billy Goats Gruff</p> <p>→Intro to measure using non-standard units in our 'huff puff test'</p> <p>→ Positional language when drawing the inside of our homes</p>	<p><b>Composition</b></p> <p>→ Explore how all numbers are made of 1s</p> <p>→ Explore the concept of '<b>whole and 'part'</b></p> <p>→ Focus on the <b>composition of 3, 4 and 5</b></p> <p>→ Focus on 6 and 7 as '<b>5 and a bit'</b></p> <p>SSM in our continuous provision:</p> <p>See Maths provision map for details</p> <p><b>Comparison</b></p> <p>→ <b>Comparison of sets</b> - 'just by looking'</p> <p>→ <b>Comparison of sets</b> - by matching</p> <p>→Use the <b>language of comparison</b>: more than, fewer than, an equal number</p>	<p><b>Subitising</b></p> <p>→<b>Subitise within 5</b> focusing on die patterns</p> <p><b>White Rose Maths:</b></p> <p>→Compare, size, Mass &amp; Capacity</p> <p><b>Counting, ordinality &amp; Cardinality</b></p> <p>→<b>Counting</b>: focus on ordinality</p> <p>→See that each number is <b>one more</b> than the previous number</p> <p>→Focus on the 'staircase' pattern and <b>ordering numbers</b></p> <p><b>White Rose Maths:</b></p> <p>→Circles and triangles</p> <p>→Positional language</p>	<p><b>Composition</b></p> <p>→Focus on <b>5</b></p> <p>→Focus on <b>6 and 7 as '5 and a bit'</b></p> <p>→Compare sets &amp; use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p>→<b>Doubles</b></p> <p>→ <b>Odd and even</b> numbers</p> <p><b>White Rose Maths:</b></p> <p>→Shapes with 4 sides</p> <p>→Time</p> <p><b>Comparison</b></p> <p>→Focus on <b>ordering of numbers to 8</b></p> <p>→Use language of <b>less than</b></p> <p><b>White Rose Maths:</b></p> <p>→Compare mass (2)</p> <p>→Compare capacity (2)</p>	<p><b>Subitising</b></p> <p>→<b>Subitising to 6</b>, including unstructured arrangements</p> <p>→Introduce the <b>rekenrek</b></p> <p><b>White Rose Maths:</b></p> <p>→Length &amp; Height</p> <p>→Time</p> <p><b>Counting, ordinality &amp; Cardinality</b></p> <p>→<b>Counting larger sets</b> and things that cannot be seen</p> <p>→Review &amp; Assess - Number patterns</p> <p>→Review &amp; Assess - Counting</p> <p><b>White Rose Maths:</b>→3D Shapes</p> <p>→Spatial Awareness</p> <p>→Patterns</p>	<p><b>Composition</b></p> <p>→Composition '<b>5 and a bit'</b></p> <p>→ Automatic recall of <b>bonds to 5</b></p> <p>→Review and Assess <b>Composition of 10</b></p> <p><b>White Rose Maths:</b></p> <p>→Spatial reasoning</p> <p>→Match, rotate, manipulate shapes</p> <p><b>Comparison</b></p> <p>→Comparison linked to ordinality</p> <p>→Review &amp; Assess - Comparison</p>

<p><b>Understanding the World</b></p> <p><b>The Natural World (Foundations of Science)</b></p> <p>Outdoor learning - each class visit the forest, learning about the seasons and animal and plant life. Our garden will be an ongoing project for children and they will help us weed, plant and grow different plants throughout the year</p>	<p>Introduce the seasons wheel display in the class, which will be referred to throughout the year. Each Month we move the hand onto the corresponding Month and talk about which season we are in- what might we see.</p> <p>Introduce the nature area- display seasonal natural items in here and children can add to the display with their 'nature treasures' throughout the year.</p> <p>Plant bulbs in our growing patch</p> <p>KAPOW Look for and identify the signs of autumn in our outside area.</p>	<p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year. (Beginning of Aut 2 or end of Aut 1) <b>Tap the magic tree</b></p> <p><i>Look at deciduous and evergreen trees</i></p> <p>Explore the use of wheat and flour to make dough (link to Little Red Hen) changes of state</p> <p>KAPOW Learn to recognise different types of weather</p>	<p>Look for and recognise the signs of winter in our outside area.</p> <p>Feed the birds and provide shelter for minibeasts.</p> <p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year.</p> <p><i>Learn about Planet Earth- look at different parts of the world/ different terrains.</i></p> <p>Learn about rain ice and water Changes of state- leave water in small containers to freeze overnight- hang on trees to watch melt throughout the day. DE</p> <p>Explore outer space The moon Astronaut training day</p> <p>KAPOW- Recognise how animals prepare for Winter</p>	<p>Go on a nature hunt on the school grounds/forest to look for emerging signs of spring.</p> <p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year.</p> <p>Introduce 'the magic pencil'- learn to draw flowers and animals</p> <p>Trip to the farm- learn about a horse, sheep, cow, chickens and ducks, goat, pig and key facts about them.</p> <p>Make butter- link to cows- <u>observing</u></p> <p>Learn about farm animals and animal baby names</p> <p>KAPOW- Recognise changes outside in Spring</p>	<p>To grow our own vegetables in our growing patch from seed and learn about their life cycle.</p> <p>To identify the changes in seasons in our woodland throughout our school year. Use photos taken through the year as a visual prompt.</p> <p>KAPOW- Investigate the mixture needed to build a sandcastle (in provision)</p>	<p>Go on a nature hunt to look for and identify signs of summer in our woodland.</p> <p>To go pond dipping in our pond to learn about the animals that live in our pond.</p> <p>To go on a minibeast hunt to look for similarities and differences with pond minibeasts.</p> <p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year.</p> <p><i>Strawberry picking</i></p> <p>KAPOW- recognise changes outside in Summer.</p>
<p><b>Kapow</b></p>		<p>I am a scientist- Push or pull</p> <p>I am a scientist- Float or sink (in provision)</p> <p>I am a scientist- freeze or melt (in provision)</p>	<p>Our beautiful planet- Exploring outdoors/ looking after our planet/ caring for the earth.- link to Beegu</p> <p>Animal Adventures- Living/ non living</p>	<p>I am a scientist- loud or quiet- link to music</p> <p>Animal adventures- On the farm/ animal homes- link to Look what's on the farm</p>	<p>Our beautiful planet- Plants- identifying and naming and plant parts/ planting seeds- link to The Extraordinary Gardener</p>	<p>Animal adventures- describing minibeasts- link to Yucky Worms</p> <p>I am a scientist- light or dark</p>
<p><b>Understanding the World Past &amp; Present (Foundations of History)</b></p>	<p>Birthdays- we will celebrate birthdays in the Montessori way by discussing each year of the child's life, looking at photos and demonstrating that they have been around the world another time.</p> <p>Oracy opportunities discussing starting school, how it is the same/different to nursery.</p>	<p>Introduce past, present, future vocabulary hanging on a line in class- when something is discussed or learnt about we will add in to the 'timeline'. Things can be moved e.g. Christmas in the future becomes present becomes past</p> <p><b>Little Red hen-</b> mill</p>	<p>Our garden - will be an ongoing project for children and they will help us weed, prune, plant and grow different plants throughout the year and track changes as time progresses and seasons change. -observe changes over time- reset after winter</p> <p>Moon landing- <b>On the moon</b></p>	<p>Farm – Compare <b>Farmer Duck</b> doing everything by hand to modern machines that do things nowadays- look at apple collecting machines/ ploughs</p> <p><b>The story machine-</b> typewriter</p>	<p>Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers- VISITORS</p>	<p><b>Science week-</b> compare Jess French minibeast adventures with Eleanor Anne Ormerod</p>

<p><b>Understanding the World</b></p> <p><b>People, Culture and Communities</b></p> <p><b>(Foundations of RE/ Geography)</b></p> <p><b>Article 30</b></p> <p>Discuss and share in celebrations that are important to children and families in our cohort throughout the year.</p> <p><u>Vocabulary</u></p> <p>Celebration Festival Special Religion Diwali Advent Christmas Ramadan Eid Lunar New Year Shrove Tuesday Ash Wednesday Easter Jesus God</p>	<p>Birthday walks</p> <p>Oracy opportunity/ Talk about their immediate family- who lives in your house? Make little houses</p> <p>Read <b>All Welcome here</b></p>	<p>Birthday walks</p> <p><b>It's a No Money Day</b> (link to harvest/ donations)</p> <p>Read the Christmas story and learn about how Christians celebrate Christmas.</p> <p>Tell the story of Diwali with puppets and learn about how Hindus celebrate Diwali.</p>	<p>Birthday walks</p> <p><b>Hats of Faith (RE)</b> <b>The perfect fit</b> (celebrating difference and link to maths)</p> <p>Read and retell the story behind Lunar New Year and how it is celebrated.</p> <p><i>Make 'our links with the world' display'</i></p> <p><i>We start saying the register in a different language each week. We look at which country the language is spoken in, that country's flag, where it is in the world it is, and a few photos and music from that country.</i></p> <p>Beegu going home with each child and looking at photos of different children's experiences</p> <p>Local walk – look at maps/ aerial views</p> <p>Look at different terrains- countryside, city, desert, arctic</p> <p>Learn about solar system and different planets</p>	<p><b>The proudest Blue/ Not Now Noor!</b> (celebrating and learning about differences- link with Ramadan/RE)</p> <p>Learn about how Muslims celebrate Ramadan</p> <p>Learn about how Hindu's celebrate Holi</p> <p>Learn about how Christians celebrate Easter- tell Easter story through Godly play</p> <p>Map of the farm and farm visit</p>	<p>Introduce the Class Holiday Photo Album. A photo album full of family pics in different environments for us to discuss contrasting environments.</p> <p>Talk about the lives of the people around them and their roles in society, Such as – people who help us (Police, Firefighters etc)</p> <p>Learn about how Jewish people celebrate Passover</p> <p><b>A Superpower like mine</b> (Dr Ranj) explore our Superpowers <b>My Hair</b> (celebrating and learning about differences)</p> <p><u>International day</u>- learn about a variety of cultures we have in our school- look at life in other countries</p>	<p><b>Julian is a mermaid</b> (diversity)</p> <p>Learn about how Muslims celebrate Eid</p>
<p><b>Expressive Arts and Design – being imaginative and expressive</b></p> <p><b>(Foundations of Music)</b></p> <p>Oracy opportunities for presentational talk</p>	<p>Develop storylines in their pretend play- model role play and small world play</p> <p>Learn a range of nursery Rhymes- introduce the song bag and have in continuous provision. Use actions and or Makaton.</p>	<p>Christmas performance to parents- choral recall of the Gingerbread Man and Christmas songs.</p> <p>Learn to recite seasonal poems with actions and expression</p>	<p>Introduce 'helicopter stories' as an opportunity for children to perform daily.</p> <p>Learn to recite seasonal poems with actions and expression</p>	<p>Helicopter stories</p> <p>Learn to recite seasonal poems with actions and expression</p> <p>Music sessions-, body percussion, follow a rhythm, listen for</p>	<p>Helicopter stories</p> <p>Learn to recite seasonal poems with actions and expression</p> <p>Music sessions- Follow a rhythm, explore tempo, learn some songs with Makaton signs, explore</p>	<p>Helicopter stories Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Music sessions- Big band- learn about an orchestra. Follow a rhythm using instruments, play tuned and</p>

				environmental sounds, instrumental sounds and body sounds  Learn to recite seasonal poems with actions and expression- performance	pitch and dynamics (we're going on a bear hunt)	untuned instruments and compare, perform in a 'band'  Learn to recite seasonal poems with actions and expression- performance  Drumming workshop (visitor)
<b>Expressive Arts and Design – – Creating with materials- (Foundations of Art and DT)</b> <b>UNCRC Article 29.</b>	We aim to teach or model a range of skills and give a range of experiences over each half term to develop children's art and design <b>skills</b> following Access Art scheme units where appropriate					
Mark making/ Drawing	Observational drawing - Pumpkins	Line drawing self portrait	Line drawing of Beegu with pen	Introduce the magic pencil with this activity, <a href="https://www.accessart.org.uk/mark-making-and-sound-part-two/">https://www.accessart.org.uk/mark-making-and-sound-part-two/</a> and following on from this, model drawing plants and animals step by step.  Collecting, Arranging, Drawing <a href="https://www.accessart.org.uk/collecting-arranging-drawing/">https://www.accessart.org.uk/collecting-arranging-drawing/</a>	Continue magic pencil	Continue magic pencil  Observational drawing/ painting of a minibeast for a gallery.
Painting and Printing	<b>Artist focus - Jackson Pollock</b>  Model watercolours- teach how to use paintbrushes carefully, washing in between colours and using brush for different effects.	<b>Artist focus- Alma Thomas</b>  Model colour mixing primary colours with poster paint- make a colour mixing reference chart with the children.  Introduce self-access paints in classrooms  Printing with natural objects/food e.g. leaves, pine cones.	<b>Artist focus- Kandinsky circles</b>  Using different painting and printing techniques to make all the planets  Galaxy Painting <a href="https://www.accessart.org.uk/galaxy-painting/">https://www.accessart.org.uk/galaxy-painting/</a> . Experience: explore working with paint on different surfaces and in different ways coloured, sized and shaped paper. Explore using different brush types.	<b>Artist Focus- Yayoi Kusama</b> polka dots- experiment with painting with cotton buds  Burton Hathow Ducklings <a href="https://www.accessart.org.uk/burton-hathow-ducklings/">https://www.accessart.org.uk/burton-hathow-ducklings/</a>	<b>Artist focus- Alison Lapper artist who painting with her mouth and feet-</b> link to what is your superpower  Printing repeating patterns with vegetables	<b>Artist focus- Lucy Arnold</b> Observational drawing/ painting of a minibeast for a gallery.
3d work/ textiles  (DT)	Introduce and model how to make using junk modelling – model Sellotape dispenser	Cardboard Creations <a href="https://www.accessart.org.uk/top-tips-for-cardboard-creations/">https://www.accessart.org.uk/top-tips-for-cardboard-creations/</a> Learn to make a basket with a handle- joining	Introduce clay- access art clay play	Model flange/ brace join	Weaving  Make Supertato from real veg	Clay model linked to minibeasts or bog baby.

					<b>Artist focus Giuseppe Arcimboldo</b> – collage veg faces plate face challenge	
Cooking- everybody once a term as a minimum	Porridge (link to Goldilocks)	Gingerbread	Making playdough	Making playdough Making butter from milk Cooking pancakes	Making playdough Cooking linked to international day.	Making playdough
Poetry Basket  Children learn the words and actions to the following poems each half term. They will learn to perform some throughout the year.	Falling Apples	Robin is my name	Popcorn	A Little Seed	Pitter Patter	A Little Shell

<b>Assessment Opportunities</b>	<p>Check Nursery Assessments</p> <p>EYFS team meetings</p> <p>Parents evening</p> <p>Target tracker PITA In-house - Baseline data on entry (A4 sheet) by end of week 5</p> <p>National Baseline data by end of week 6</p> <p>Phonic baseline assessment booklet</p> <p>Maths baseline assessment sheet</p> <p>Gaps analysis and groups/trends- look at interventions and provision</p>	<p>Ongoing formative assessments</p> <p>End of term report</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Phonics booklet</p> <p>Maths assessment sheet</p> <p>Phonics and maths tracking</p> <p>End of term Target Tracker PITA</p> <p>Steps on TT for Literacy and maths – for children not on track.</p> <p>Gaps analysis and groups/trends- look at interventions and provision</p>	<p>Ongoing formative assessments</p> <p>Moderation (arrange with Greensands or locality)</p> <p>EYFS team meetings</p> <p>Parents evening</p> <p>Phonics assessment booklet</p> <p>Maths assessment sheet</p> <p>ELG meeting for parents (mid term)</p> <p>Pupil progress meeting</p>	<p>Ongoing formative assessments</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Phonics booklet</p> <p>Maths assessment sheet</p> <p>Phonics and maths tracking</p> <p>End of term Target Tracker PITA Steps on TT for Literacy and maths – for children not on track.</p> <p>Gaps analysis and groups/trends- look at interventions and provision</p> <p>Interim report</p>	<p>Ongoing formative assessments</p> <p>Moderation (arrange with Greensands or locality)</p> <p>EYFS team meetings</p> <p>Pupil progress meeting</p> <p>Any children to focus on for GLD</p>	<p>Ongoing formative assessments</p> <p>EYFS team meetings</p> <p>End of term Target Tracker PITA</p> <p>Submit GLD to County- You can take this info from TT</p> <p>End of year reports</p> <p>Steps on TT for Literacy and maths</p> <p>Phonics and maths tracking</p>
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<b>Parent/Carer involvement</b>	<p>Staggered Start and parents settling children</p> <p>Home visits</p> <p>6 weeks in meeting Dojo</p> <p>This week sent every Friday</p> <p>Parents in for birthdays</p> <p>Parents evening</p>	<p>Parents in for launching home reading- talk in the hall followed by reading with child in class- <i>send home phonics flashcards/soundmat/ info on how support</i></p> <p>Christmas Show</p> <p>Bedtime stories</p> <p>Parent phonics/ reading workshop-</p> <p>End of term report including how to help at home</p> <p>Parents in for birthdays</p>	<p>Parents Evening</p> <p>Parents joining us on local walk</p> <p>Parent/ carers workshop/ ELG meeting (followed by helping to build a rocket say goodbye to Beegu)</p> <p>Our links with the world</p> <p>Beegu home visits and write ups</p> <p>Parents in for birthdays</p>	<p>Parents in to read WBD in March</p> <p>Parent helpers for trip</p> <p>Go over 50 things to do and get parents to share what they have done so far.</p> <p>End of term report including how to help at home</p> <p>Parents in for birthdays</p>	<p>Parent volunteers for people who help us.</p> <p>International day</p> <p>Holiday photos for photo album</p> <p>Sent home Parent voice form for input into ELG's.</p> <p>Parents in for birthdays</p>	<p>End of year report</p> <p>Parent feedback on reports</p> <p>Parents in for birthdays</p> <p><u>New starters</u></p> <p>Stay and Play sessions with parents</p> <p>Session without parents – tea coffee and parent workshop in the hall</p> <p>New admissions evening</p>

**The Rights of the Child – highlighted rights should be a main focus.**

Article 12: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 13: Every child must be free to say what they think and to seek and receive information, as long as it is legal.

Article 14: Every child has the right to think and believe what they want and to practise their religion.

Article 23: A child with a disability has the right to live a full and decent life and play an active role in the community.

Article 24: Every child has the right to the best possible health.

Article 28: Every child has the right to an education.

Article 29: Every child has a right to develop their talents, personality and abilities.

Article 30: Every child has the right to learn and use the language, customs and religion of their family.

## The development of SMSC and the promotion of British Values in the EYFS Curriculum

We have thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development which permeates all areas of our EYFS provision.

<p><b>Spiritual</b> We are:</p> <ul style="list-style-type: none"><li>Encouraging awe and wonder for environment</li><li>Encouraging appreciation of nature</li><li>Encouraging children to reflect on their experiences, individually and in group time</li><li>Supporting development of imagination and creativity through stories and open-ended creative provision</li><li>Planning for and offering magical moments</li><li>Acknowledging of the importance of enjoyment to well-being through having fun</li><li>Encouraging awe and wonder for objects</li><li>Encouraging strong key person relationships</li></ul>	<p><b>Moral</b> We:</p> <ul style="list-style-type: none"><li>Encourage community involvement in thinking about values to promote e.g. being honest</li><li>Promote values through stories at large group time</li><li>Discuss values and feelings eg The Colour Monster</li><li>Apply a reward system rewarding attitudes e.g. being kind</li><li>Ensure staff modelling of values</li><li>Support children's following of rules</li><li>Use a restorative approach</li><li>Use conflict resolution techniques to encourage children's understanding of feelings of others</li></ul>
<p><b>Social</b> We:</p> <ul style="list-style-type: none"><li>Encourage children to form friendships</li><li>Support social skills and development throughout play and learning experiences</li><li>Support table manners throughout snack and lunch times</li><li>Teach self-care habits – blowing noses, covering mouth when coughing</li><li>Support inclusion of children within play and challenge any stereo typing</li><li>Support transition process from feeder nurseries and into Yr1</li><li>Support development of respectful behaviour e.g. listening to others, not invading other children's space</li><li>Share a wide range of inclusive texts/stories and social stories with children</li></ul>	<p><b>Cultural</b> We:</p> <ul style="list-style-type: none"><li>Encourage appreciation of cultures of others as they arise from home backgrounds and within the books shared</li><li>Encourage children to tell us about and share their own cultural celebrations and customs</li><li>Encourage bi-lingual children to use their home language, as well as English and discuss importance of this with parents</li><li>Challenge stereo –typical language and ensure all types of families feel accepted and respected</li><li>Provide quality inclusive resources</li><li>Ensure all our children feel understood and comfortable whatever regardless of background</li></ul>

# British Values

We:

Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, eg when they do/not need help, vote with a show of hands.

Support the decisions our children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Ensure our children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Help children develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Encourage our children to treat others as they want to be treated

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.