



Haslam Park
Primary School



Haslam Park Primary School

EYFS

Curriculum





EYFS Curriculum Intent

At Haslam Park, our curriculum aims to provide children with a stimulating and challenging learning environment that promotes independence, builds positive relationships and provides the right foundation for good future progress through school and life regardless of their background and needs.

We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Our EYFS curriculum is designed to provide challenge for all pupils and evolves to provide children with important foundational skills and knowledge that will later be enhanced and embedded in KS1.

Communication and language is at the heart of every aspect of our curriculum as we believe that language skills are connected to overall development and builds foundations for future literacy skills. We provide a language-rich environment, with quality interactions between adults and children to develop and extend vocabulary to ensure success for all. We aim to remove the inequalities of language development through reading a range of stories, rhymes, singing songs and facilitating high quality role-play areas.

Additionally, as a school we purchase an SLA with the local SALT services. This service provides an initial baseline assessment upon the commencement of the academic year, which indicates the often vast and significant communication needs of our children. Each week, a Speech and Language therapist subsequently attends and delivers a series of narrative therapy sessions at the many differing levels of the cohort to provide a regular and sustained level of support for the children. The therapist can then make recommendations and further referrals if and when needed. Staff in school also follow up on these sessions, delivering narrative therapy in small groups throughout the week.

As an additional layer to this, we also believe in the impact of metacognition and thinking independently for our children. We aim to start this journey in EYFS, to provide the building blocks for children to develop thinking strategies when in the classroom. This is begin the early stages of children being aware of their own cognition and how it can positively influence their education and wider life. The scheme we use promotes BSL actions along with accompanying labels and pictures. The children use these within their learning lessons to promote metacognitive thinking and oracy alongside their peers.

We aim to promote a smooth transition from EYFS to KS1 by providing children with the knowledge, skills and attitudes they need to succeed throughout their education. We will achieve this by supporting children to self-regulate and develop resilience when they are challenged and providing them with an ambitious curriculum in order for them to be ready to learn in Year 1.

Implementation



Children in our Early Years Phase follow the Early Years Foundation Stage Framework that provides children with the broad range of skills, experiences and knowledge required to ensure that all children learn and develop well and are kept healthy and safe.

Our EYFS curriculum is based around seasonal changes, plants and animals as this is part of their natural and immediate world which young children will experience and be exposed to in their everyday life. This approach not only supports our young children to make sense of the world around them but it also prepares them for future learning in Year 1, where they will revisit these concepts in greater depth. Furthermore, there is a heavy focus on providing opportunities to develop their communication and language skills through discussion, role play, story telling and adult/peer interactions. We deliver our curriculum using practical first hand experiences with a balance of adult-led, child-led and child-initiated learning.

The seven main areas of learning and development are:

Prime Areas:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

--

Specific Areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The educational programmes shape our curriculum and the activities and experiences that the children have. The seven areas of learning are all given equal importance to ensure that the whole child is catered for to ensure that children leave our setting as good communicators, independent learners and with the social skills required to build healthy relationships in all aspect of their life.

The curriculum is also set around the following **characteristics of learning**:

- Playing and exploring
- Active learning
- Creating and thinking critically



We facilitate the characters of effective learning in our setting through enabling children to explore the world around them through play. We believe that it is through high quality, purposeful play that children explore and cement their own ideas and develop new concepts. We follow children's own interests when the occasion arises by devising mini themes around a child's interest. We believe that this approach empowers children and leads children to a deeper level of thinking and involvement in their own learning.

We implement a knowledge-based curriculum that has a high focus on developing children's language and vocabulary to provide them with a good foundation for future learning. The EYFS curriculum aims to provide children with background knowledge that will enable them to make sense of the world and develop their ability to comprehend what they have seen, read or experienced.

The EYFS curriculum aims to support **all** children to **understand, retain and recall** the knowledge, vocabulary and skills they have been taught. We aim to achieve this by regularly revisiting key knowledge and vocabulary in different contexts through a thematic approach. We revisit similar concepts, language and vocabulary each half term through cross-curricular links to support children to embed learning in their long-term memory. The aim of this is that children will master the knowledge in different contexts as well as provide children with many opportunities for them to make links between different subjects or areas of learning.

The curriculum is taught through a balance of specific directed teaching and learning with a high focus on speaking and listening throughout alongside independent exploration of the world through quality play. We believe that this approach allows children to find out about the world themselves whilst providing them with the essential language skills required to be able to convey their feelings, explain their thinking and express themselves clearly.

EYFS Practitioners plan from the children's starting points and their own experiences and build on this to extend their knowledge and understanding of the world, introducing them to the awe of the world. The children progress through the sequence of lessons and the learning outcomes provides challenge for all children's needs linking to their age and stage of development.

Planting the seed- Children will be provided with many opportunities to talk about their own experiences of an area of learning and their own locality prior to branching out to the wider world. The children move on to new learning when the teacher feels that they are ready and will build on prior knowledge and understanding. The learning outcome will be dependent on the child's current ability and stage of development. The aim of this is to extend their learning and to provide challenge for all children.

Branching out- Once the children are ready to branch out from what they already know, they will be introduced to learning that they wouldn't usually have access to in their daily lives for their age and stage of development. We believe that this high level of challenge will support children to extend their knowledge and understanding of a particular subject or theme and provide them with a breath of knowledge and an extensive vocabulary to develop their comprehension skills, supporting them to make links between learning.



“Because I know these things, I can think about them. And because I can think about them, I can draw links between them and combine them in interesting ways. Without this knowledge, if I were to see or hear them referred to, I would most probably draw a blank

Didau, ‘Making kids cleverer’ (2019)

At Haslam Park, we understand the importance of supporting children to develop good personal, social and emotional skills and the impact that this can have on their positive mental health and learning achievement in the future. We want children to leave our setting knowing what’s right and wrong and to be able to self-regulate their emotions and actions accordingly, be able to express themselves effectively and get on with others. Furthermore, we aim to provide children with the skills to become independent learners and ultimately feel good about themselves.

We plan and deliver a detailed and comprehensive programme of study which teaches children many aspects of PSED (Self-regulation, Managing self and building relationships) We use the Kapow scheme of work to teach children how to deal with their emotions and manage their own behaviour effectively. The programme of study supports children to develop empathy for others, promotes responsibility for one’s own actions and encourages a positive self-image.

The children work through units of work each half term with a focus on different aspects of PSED. Each half term comprises of 6 lessons with the objectives specific to relationships and health education and the other designed to develop emotional literacy and social skills. The children progress through the units of work and will revisit them in future years.

The programme provides children with many opportunities to discuss their own and others feelings and encourage children to develop empathy for other children.

Reading is at the heart of our curriculum. Children follow a highly engaging synthetic systematic phonics programme called ‘Floppy’s Phonics’ to support them in meeting good outcomes for reading. Children enjoy reading a variety of books inside and outside of school through quality shared reading sessions in English and story time session and independent reading with adults. Children are sent home with a fully decodable phonics reading book that is tailored and suited to their individual phonics level. A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading.

Impact

Impact is evident through our successful transitions into Year 1. The impact of our EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1 where they have good behaviour for learning. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.



EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects, children leave the EYFS stage with the skills, knowledge and confidence to continue their learning journey.

We aim for all children regardless of their background, culture or needs to leave EYFS with at least good progress from their starting point.

Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at with their current learning. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to measure the progress children make from Reception until the end of KS2 at Haslam Park.

Assessment:

We use *Development Matters* to guide and support practitioners to assess how our children develop and learn and to address next steps in learning along with ongoing observations. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples of children's independent work. Observations are uploaded using Tapestry and shared with the supporting parents and carers and examples kept in individual files for children with SEND.

Phonic assessments are carried out using Development Matters statements every term to measure progress and identify any gaps in learning. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to



state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher to inform them of their current attainment.

We aim to reach the National and Local Authority data for children achieving Good Level of Development. Most of our children make more than the expected steps progress from their starting points and in many cases, they make exceptional progress from their starting points.

As a team, we carry out internal moderation sessions and also attend and facilitate external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of learning and development. Progress toward the ELGs will ensure a positive disposition to learn.

Term: Autumn 1				Theme: Autumn Season/woodlands			
English		Mathematics		Understanding the world			C & L
Word Reading /comprehension	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The Natural World	Speaking/listening, attention and understanding
Retelling stories orally using talk for writing actions.	Fiction text -Owl babies Non-fiction texts -information	Match objects and pictures. Sort, group and compare objects. Counting to 5.		Introduce themselves to the class and talk about their family.	My family -Who is in my family? Q. How are our families different/same?	Go on an autumn walk-ch to make observations of the changes in the environment	Small world areas relating to the English texts-ch to retell familiar stories. (Owl Babies)



Set up ch with their own individual reading books. Regular visits to the school library modelling how to handle books correctly. Comprehension questions in all areas of the curriculum Information sheets-Facts about owls Daily phonics lessons teaching oral S & b and reading words.	sheets on woodland/park animals Writing Tasks -Label a character from the story. - Hear initial, middle end sounds in sad) -To write simple captions (The owl is sad)	Representing 5 Counting reliably Numeral to quantity Subitising to 3 Composition of 1, 2 and 3.	Talk about their nursery experiences and make comparisons to how they have changed as they get older.	Harvest Festival- Where does our food come from? Farm to mouth!	Children to make observations of animals on our autumn walk Identify trees and leaves around the school Planting the seed: Q, What animals do you think we will see in the woods? Q. What do you know about hedgehog/squirrels/owl? Visit the local park to search for animals Q. What does a habitat provide an animal? (hedgehogs/squirrels Q Why do some animals hibernate?	Puppet show relating to the English texts-Ch to re-enact familiar stories. Role-play area-Home corner. Take on different roles that are familiar to them Outdoor roleplay-woodlands area Opportunities for discussion in every aspect of school life to develop children's language.
--	--	---	--	--	---	---



Expressive arts and design		Physical Development	PSED-Kapow	
Creating with materials	Being imaginative and expressive	Gross Motor skills Fine Motor skills	Managing-self	Self-regulation-My feelings
Clay hedgehogs-Manipulate the clay to create a desired effect. Animal habitat-Use junk modelling to make hedgehog habitat. Artist for the half term-Andy Goldsworthy-Explore how the artist creates an effect using a range of natural woodland materials. Ch to create their own patters using natural materials found during an autumn walk. Leaf rubbings-Use autumn coloured crayons Autumn paintings-Use a range of materials to create an autumn scene.(paint/pastels/collage) Leaf printing-use a selection of leaves collected during the autumn walk.	Music- Set up continuous provision in your classroom and outdoors. Provide musical instruments to explore and investigate Sing number rhymes and familiar Autumn songs and dances Retelling stories using talk for writing actions and story maps See links to the C & L	Use a range of tools safely and effectively- (Links to managing media and materials) Green Acre Programme Agility Handwriting-PENPALS sand trays/foam/chalk	Settling into a new class and managing personal hygiene. fastening coats and placing them on a peg. Developing independence with using resources How to take care of our own personal hygiene? Q. Why do we brush our teeth? Healthy eating-fruit and vegetables.	Building positive relationships with peers and adults through play and interactions. Class rules-Make a class poster of the rules. Q. What rules should we have in our classroom? Kapow 1-identifying my feelings 2-feelings jars 3-Coping strategies 4-Describing Feelings 5-Facial Expressions 6-Our responsibilities



Term: Autumn 2				Theme: Autumn season/Keeping Safe			
English		Mathematics		Understanding the world			C & L
Word Reading /comprehension	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The Natural World	Speaking/listening, attention and understanding
Retelling stories orally using talk for writing actions. Daily phonics lessons. To sequence the story of the LRRH and retell the story in their own words. Reading comprehensions- During curriculum lessons. Set comprehension questions.	Narrative -Stick Man Narrative -Little red riding Hood Non-Fiction -Safety poster for bonfire night. Non-Fiction - Instructions on how to make a bird feeder. Writing Tasks - -Label a character. -Write captions to go with images from the story-Use imperative verbs for safety poster. ----Use	Identify and name 2d shapes Shapes in the environment One more One less Add within 5 Whole Part Model Number bonds to 5	History -Why do we have bonfire night? Learn about the history of bonfire night Q. How did you celebrate bonfire night last year? Q. How will you celebrate bonfire night this year?	Q. Who helps us to stay safe? Q. How can we stay safe during bonfire night? Q. How can we keep safe in the woods/park Bonfire night- Q. How do you celebrate bonfire night? RE- F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ? (	Video -watch videos of animals preparing for winter. Science -torches –dark and light Link dark and light to the season, Science -Float and sink- Q. Which autumn object float? Which ones sink? -Q. How do animals stay	Small world area relating to the English texts-ch to retell familiar stories. Puppet show relating to the English text Stick Man-ch to re-enact familiar stories. Role-play area -Home corner. (Christmas scene) Role play area outside -Bird watching area. Opportunities for discussion in every aspect of school life to develop children’s language.	



Information sheets -How to make a bird feeder.	adjectives to describe a character				safe when it starts to get colder? Why is food scarce for birds and other animals during autumn? Q. How do animals prepare for winter	
---	------------------------------------	--	--	--	---	--

Expressive arts and design		Physical Development		PSED-Kapow
Creating with materials	Being imaginative and expressive	Gross Motor skills Fine Motor skills	Managing self	Building relationships Special relationships
-Children to mix paint through splashing and blowing to create a firework painting. -Children to make Rangoli patterns using chalk. - Bird's nests -Using junk modelling and resources	Music - Celebration Music (Kapow) -Taking on different roles in the role-play area	PE -Green Acre- Balance (6 weeks) Dance -Experiment with different ways to move. -Create a movement to sound. -Move to the beat of an instrument	Bonfire night -Q. How can we keep ourselves safe during bonfire night? Q. Who can help us during bonfire night? Q. Why do we need to warm up before we start some exercises?	1- My Family 2- Special People 3-Sharing 4-I am unique 5-My interests



from around the school grounds. -Bird feeders Drawing / Painting Birds Bonfire pictures- Understand that colours can be changed when they are mixed. - Rangoli patterns-Using chalk	-Retelling stories using talk for writing actions -Listening to songs and stories using the headphones See links to the C&L	See Expressive arts and design for links to Motor Skills	Q. How does eating well and exercise help us? Q. How can we put the equipment away safely? Daily brushing of teeth	6-Similarities and differences
--	---	--	--	--

Term: Spring 1				Theme: Winter season/Frozen			
English		Mathematics		Understanding the world			C & L
Word Reading /comprehension	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The Natural World	Speaking/listening, attention and understanding
Retelling stories orally using talk for writing.	Narrative -Lost and found.	Whole Part Model Patterns Subtraction		Share experiences of their own celebrations such as Christmas.	RE -Chinese New Year Q. How do some people celebrate CNY?	Winter walk to observe and discuss changes in the environment	Small world -Polar regions animals.



Sequence and retell the story 'Lost and Found'	Narrative -And Tango makes three	Doubling Length and Height	Q, How was last year celebrations to this year?	Q. How does it compare to how you celebrate a festival?	and record using ICT	Puppet show relating to the English texts-ch to re-enact familiar stories.
Daily phonics lessons.	Non-Fiction -Writing a lost poster		Ch to share photos of them in the past (younger) and discuss how they have changed	Experience CNY celebrations through first hand practical experiences.	Q. How does the Arctic compare to the our environment?	Outdoor Role-play area -The South Pole/Lost and Found
1:1 reading books.	-Write a fact sheets			RE - What times/stories are special and why? (SACRE)	Record the changes in the environment using Ipads	Daily singing in class and on the stage.
Shared reads during curriculum sessions.	-List of items to take to the South Pole				Science Experiment -Q. What melts ice the quickest?	Opportunities for discussion in every aspect of school life to develop children's language.
	Writing Tasks - Use verbs for penguin actions.			Stay and Play Sessions	Experiment-Q. How does fat/blubber keep animals warm in cold conditions? Q. How do people/animals adapt to the cold conditions?	



Expressive arts and design		Physical Development	PSED-Kapow	
Creating with materials	Being imaginative and expressive	Gross Motor skills Fine Motor skills	Managing self	Managing self Taking on challenges.
Focus-A selection of Ice sculptures from different artist. -Ch to create their own ice art using ice and water colours. -Design and build a form of transport to travel to the South Pole. Painting Polar animals. Selecting appropriate colours -Make a penguin using sugar paper-cut out the shapes needed for a beak, eyes, webbed feet etc	Music- Exploring Sounds (Kapow) Performing songs and dances for the Nativity See links to the C&L	See activities linked to Expressive arts and design. Basic skills and coordination-ch to show good control and coordination to pass, kick, throw and aim a ball/arrow/bean bag etc Building confidence on the climbing frame Links to creating with materials PE-Green Acre Programme Co-ordination	Q. How can we stay safe during the winter? (icy, cold condition) link to how Inuit's survive. Q. Happy minds-Relaxation exercises-breathing exercises during Jigsaw calm sessions. Q. How to be safe on the climbing frame during icy conditions.	Kapow- Self Regulation Lesson 1: Why do we have rules Lesson 2: Building towers Lesson 3: Den making Lesson 4: Grounding Lesson 5: Team races Lesson 6: Circus skills



-Create a winter scene
using a variety of
materials. (icing/paints)

Term: Spring 2

Theme: Spring/growing



English		Mathematics		Understanding the world			C & L
Word Reading /comprehension	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The Natural World	Speaking/listening, attention and understanding
Sequence and retell the story 'Jack and the beanstalk' Selection of books about spring in the book area. Read information about plants in the topic area. Daily phonics lessons. 1:1 reading books. Shared reads during curriculum sessions.	Narrative-Jack and the beanstalk. Non-Fiction -Write an apology letter from Jack. -Instructions for planting a seed. Writing Tasks- -To add dialogue between characters. -To write the story of 'Jack and the beanstalk' - Bean Diary-Record the progress of their bean. - Label parts of a plant	Composition of numbers within 10 Counting on Mass and Capacity Mass and Capacity Mass and Capacity		Think about how Jesus was treated. Q. Do we treat people like that now? Compare similarities and differences to the changes in the spring to the changes in the autumn/winter. Growing-Q. How have you changed since you were a baby? Q. What can you do now that you couldn't do when you were a baby? Activity-Ch to draw themselves as a baby/child and say how they have changed. Q. Children	RE- F3 SALVATION: Why do Christians put a cross in an Easter garden? (SACRE) Easter Story. Q. Why do you think Judas betrayed Jesus? Q. Could you forgive someone who betrayed you? Q. How does Easter compare to your faith? Shrove Tuesday-Lent-Q. What would you give up for Lent? Ch to explore Easter through first hand practical experiences	Spring walk to observe changes and record using ICT Q. What do you think you will see? Q. What do you know about spring? Q. How has the environment changed? Why do you think this happened? Plant and grow their own bean Q. What animals will be found during the spring season? Where	Small world-Relating to the English text-Jack and the beanstalk. Puppet show relating to the English texts-ch to re-enact familiar stories. Outdoor Role-play area-Garden centre. (visit the local garden centre prior to this!!) Opportunities for discussion in every aspect of school life to develop children's language.



			to use the language for the past/present Internationals womans month-All about Florence Nightingale	To compare weather in other parts of the world to England.	will they be found?	
--	--	--	--	--	---------------------	--

Expressive arts and design		Physical Development	PSED-Kapow	
Creating with materials	Being imaginative and expressive	Gross Motor skills Fine Motor skills	Managing self	Building relationships : special relationships
Chick picture -Use tissue paper and card to create a chick. Painting/drawing Daffodils Creating texture and patterns on Easter Eggs. Caterpillar -connect caterpillar body parts together using split pins.	Music - Music and movement (Kapow) Spring stories and songs See links to the C&L	PE -Green Acre Programme Jumping Handwriting -Children to hold a pencil correctly and begin to write on lines effectively-Daily practise during phonics Links to creating with materials	Links to PSED -healthy eating and keeping ourselves safe. Picnic-eating our own grown cress and other vegetables/ Washing the food and our hands before we eat it.	Kapow- building relationships Lesson 1: My family Lesson 2: special people Lesson 3: Sharing Lesson 4: I am unique Lesson 5: My interests Lesson 6: Similarities



Term: Summer 1				Theme: Spring Season-life cycles			
English		Mathematics		Understanding the world			C & L
Word Reading /comprehension	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The Natural World	Speaking/listening, attention and understanding
Retelling stories using talk for writing.	Narrative -The very hungry caterpillar	Sharing Equally		Human life cycle -	Q. How are our families similar/different?	To record videos of the butterflies.	Small world -Relating to eh English text-The very hungry caterpillar
Sequence and retell the story ‘Jack and the beanstalk’	Non-Fiction -Recount a life cycle of a chick	Counting to 20		Recap- Q. How have you changed since you were a baby		Observe and record the life cycle of butterflies.	Puppet show relating to the English texts-ch to re-enact familiar stories.
Selection of books about spring.	-Recount the life cycle of a butterfly	Comparing numbers		Introduce the human life cycle. Q. Was life the same for your parents/grandparents as they are for you?	RE F1 GOD/ CREATION: Why is the word ‘God’ so important to Christians? (SACRE)	Discuss how they have changed throughout the process	Outdoor Role-play area -Garden centre
Daily phonics lessons.	Writing Tasks - -Use time connectives to sequence the life cycle of a butterfly and hen.-To write the story of the very hungry caterpillar.	Halving and Sharing					
1:1 reading books.		Odds and evens		Q. What do you have that your parents/grandparents may not have had in the past? (ICT)		Q. Where shall we release the butterflies? Ch to explore the best place to release the butterflies (where there is brightly coloured flowers etc)	
Shared reads during curriculum sessions.		Even and Odd sharing					



Expressive arts and design		Physical Development		PSED-Kapow
Creating with materials	Being imaginative and expressive	Gross Motor skills Fine Motor skills	Managing self	Managing Self: Taking on Challenges
-Design a caterpillar house- Ch to use a selection of junk modelling. -Design a butterfly using a variety of materials (Tissue paper/coloured paper, junk modelling) Caterpillar-connect caterpillar body parts together using split pins Butterfly-Use paint to create symmetrical patterns. Combine different colours to create a new effect (Marble paintings)	Music- Musical Stories (Kapow) See links to the C&L	PE-Green Acre (6 weeks) Play Dance-Move to music with coordination and control. Move in a range of ways to music. See separate music weekly plan. Handwriting-Children to hold a pencil correctly and begin to write on lines effectively-Daily practise during phonics	Q. How do we take care of the chicks? Q. What do we need to after we have handled the chicks? Q. How do we take care of the chicks/butterflies? Q. How do we move and use the PE equipment safely?	Kapow: Managing Self- taking on challenges Lesson 1: Why do we have rules? Lesson 2: Building towers Lesson 3:Team den building Lesson 4: Grounding Lesson 5: Team races Lesson 6: Circus skills

Term: Summer 2				Theme: Summer/Holidays				
English		Mathematics		Understanding the world			C & L	
Word Reading /comprehension	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The Natural World	Speaking/listening, attention and understanding	
Retelling stories using talk for writing.	Narrative -Dear Zoo Non-Fiction -Letter to the zoo	3D shapes Composition of numbers within 10		Go on a summer walk and make observations of the changes in the environment.	RE- What places are special and why? (SACRE)	Visit to the zoo- Children to explore the range of technology used in everyday life (ticket scanners/animal cams/tills/vending machines etc)	Small world -Relating to the English text- Dear zoo	
Fact sheets in the zoo role-play area.	-Animal fact sheets -Recount for the zoo.	Composition of numbers within 10 and beyond		Read the book about ocean pollution- Duffy’s Lucky escape	Celebrating Eid	To create a summer scene using a paint program. Add captions relating to the scene.	Puppet show -Ch to make up their own scenarios using a range of puppets.	
Sequence and retell the story ‘Dear Zoo’	Writing Tasks - -To write a recount of the visit to the zoo.	Doubling beyond 10		Q. How can we help the animals in the ocean? Why do you think people are littering the oceans?	Father’s day- Q. How will you celebrate father’s day?		History-Q. How have holidays in England changed from the past? Look at some holiday snaps from the past.	Outdoor Role-play area -Zoo
Daily phonics lessons.	-To write own version of ‘Dear Zoo’	Halving and Sharing various quantities		Children to make save the ocean posters. Listen and watch videos about saving the ocean.	History-Q. Why do photographs look different in the past? Holiday photos.			
1:1 reading books.	Children to change the animal and include some superlative adjectives. Ch to add conjunctions to up level the original text.	Odds and evens to 20						
Shared reads during curriculum sessions.								



Expressive arts and design		Physical Development	PSED-Kapow	
Creating with materials	Being imaginative and expressive	Gross motor Skills Fine Motor Skills	Managing self	Managing self: My wellbeing
-Design and create a summer garden- Using a range of junk modelling. -Design and create a form of transport to take us on holiday -Beach scene-using a selection of materials (sand, shells, sticks etc) Observation drawings- Flowering plants -Create mehndi patterns using ink. See links to the C&L	Music- Big Band (Kapow) Performing routines and dance to music in PE	PE-Green Acre Programme Target (6 weeks) Gymnastics -To make shapes with the body. -To be able to hold a 1 point and 2 point balance on the bench. -To be able to travel on the bench in a variety of ways. Handwriting-Children to hold a pencil correctly and write on lines effectively- Daily practise during phonics See links to creating with materials	Q. How can we protect our skin in the hot weather? Q. How can we stay safe on the beach/park? Q. How we can stay safe over the summer holidays?	Lesson 1-Q. What is exercise Lesson 2-Q-Yoga and relaxation Lesson 3-Looking after ourselves Lesson 4-Being a safe pedestrian Lesson 5-Eating Healthily Lesson 6-A rainbow



--	--	--	--	--

Although technology is not a specific area on the new EYFS curriculum, we feel it appropriate and prudent to begin building the children's knowledge in Computing and its key skills as early as possible. Contextually, we have identified a large proportion of our children lack the exposure to certain aspects of technology at home and consequently are behind in attainment of these skills open entry. This is to make our children confident digital citizens from an early age and to give them a confident base to enter KS1 with.



	Autumn	Spring Term	Summer
Reception	Sensible amounts of screen time Having a good sleep routine Use a range of tools safely and effectively Torches –dark and light Videos linking to Natural world Recognise communication using the World Wide Web Keeping safe and healthy when using computers Talk about the “Butterfly Feeling” Mouse and keyboard skills Following instructions to complete activities	Use of iPad to record changes in the environment Use of musical apps to support expressive arts and design Recording experiences using technology Directional language Use remote control toys Introduce Beebots Mouse and keyboard skills Following instructions to complete activities Use software and online apps	Recording videos to monitor life cycle changes Learning how to stay safe virtually over the holidays. Know that information can be stored on the Web Discuss what personal information is and who to share it with Begin to take ownership of work Name the basic parts of a computer correctly Begin practising logging in Mouse and keyboard skills Following instructions to complete activities