

EYFS Curriculum at Horn's Mill Primary School

Curriculum Intent: *At Horn's Mill Primary School, our EYFS curriculum is specifically designed to encourage independent, inquisitive and happy learners. Children's wellbeing is at the heart of our curriculum and a strong emphasis is placed upon children feeling safe and secure, whilst building positive relationships with teachers and peers. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links, supports vocabulary and language development and builds strong foundations for their future. Every child is recognised as a unique individual and our curriculum provides them with the opportunities to follow their imagination and creativity.*

Our EYFS curriculum is based upon exciting topics, stories and vocabulary that ignite children's interests, however, this document is not set in stone as with each new cohort of children, it will veer in different directions in order to address children's current interests, curiosities and needs. We provide vibrant continuous indoor and outdoor provision, that follow children's interests and specific needs, to support learners in investigating and developing their skills, through the three 'Characteristics of Effective Learning'. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential. We also 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 have ensured that our EYFS curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.

Key:

Early Learning Goal	Provision for learning	Specific objectives

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C&L	Speaking & Listening	<ul style="list-style-type: none"> Engage in story-times. Understand how to listen carefully and why listening is important. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and 	<ul style="list-style-type: none"> Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. 	<ul style="list-style-type: none"> Use new vocabulary through the day. Articulate their ideas and thoughts. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what

		<ul style="list-style-type: none"> Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound. 	<p>why listening is important.</p> <ul style="list-style-type: none"> Learn new vocabulary. Engage in story times. Engage in non-fiction books 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives. Learn rhymes, poems, and songs. Use talk to help work out problems and organise thinking and actions. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. 	<p>has been said to them.</p> <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.
	<p>Provision</p> <p><i>All provision is added into the curriculum as the year progresses</i></p>	<p>Chatterbox</p> <p>Mighty Writer</p> <p>No Outsiders</p> <p>Morning "Chat" – Remembering</p> <p>Whole school assembly</p>	<p>NELI – Part 1a</p> <p>Morning "Chat" – Understanding</p> <p>Word of the day</p> <p>Whole school singing</p>	<p>NELI – Part 1b</p> <p>Morning "Chat" – Applying</p>	<p>NELI – Part 1c</p> <p>Morning "Chat" – Analysing</p> <p>Class assembly</p>	<p>NELI – Part 2a</p>	<p>NELI – Part 2b</p>
Physical	Fine Motor Skills	<p>Nip, flip, grip – pencil technique</p> <p>Funky Fingers</p>	<p>Nip, flip, grip – pencil technique</p> <p>Funky Fingers</p> <p>'Scissor Time'</p>	<p>Funky Fingers</p> <p>Dough Disco</p>	<p>Further developed and extended through a range of continuous provision areas and adult directed tasks and/or interventions</p> <p>Write from the start intervention – identified children</p>		
	Handwriting	<p>RSR – Letter formation</p>	<p>RSR – Letter formation</p> <p>Handwriting lines in CP – Writing area</p>	<p>Introduce Letter families 1-4</p> <p>Introduce handwriting lines in LJs</p>	<p>Consolidate Letter families 1-4</p> <p>CVC words</p>	<p>Embed Letter families 1-4</p> <p>CVC words</p> <p>4/5 letter words</p>	<p>Embed Letter families 1-4</p> <p>CVC words</p> <p>4/5 letter words</p> <p>Capitals</p> <p>Number 0-10</p>
	Gross Motor Skills	<p>Slide</p> <p>Trike</p>	<p>Swing</p> <p>First section of trim trail</p>	<p>Scooter</p>	<p>Cargo net (Rec Provision)</p>	<p>Climbing wall (playground)</p>	<p>Bike</p> <p>Monkey bars (up to 3)</p>

				First and second section of trim trail			
	Preparation for PE National Curriculum <i>Complete PE Unit</i>	Walking 1	Hands 1	High, Low, Over, Under	Nursery Rhymes	Feet 1	Games for understanding
Literacy	Word Reading	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondence. Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words. 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes. 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes
	RWI books	Set 1 sound card recall Oral blending	Sound Blending	Ditties	Green	Purple	Pink
	Pathways Units	The Gingerbread Man	I'm going to eat this ant	Let's all creep through crocodile creek	The Pirates are coming/The Journey Home	Silly Doggy	Supertato
	Writing Outcome	Fiction: Re-tell and label	Non-Fiction: Labels and captions	Fiction: Journeys – Re-tell using a story map/Mighty Writer	Fiction: Journeys – Re-write using a story map/Mighty Writer Fiction: Recount	Fiction: Narrative – Friendship story – Re-write/innovate parts of the story	Fiction: Re-write with many innovations
	Vocabulary for writing	- Piping hot - Scurrying	- Wriggling - Stinging	- Journey - Adventure	- False alarm - Warning	- Shaggy - Short	- Flannel - Commit

		<ul style="list-style-type: none"> - Tumbled - Scampered - Bleated - Whirled - Toppled - Swirled - Smirked - Scrambled - Cinnamon - Milk churn - Barn - Haystack - Thistles - Orchard - Meadow - Lane - Riverbank - Bakery 	<ul style="list-style-type: none"> - Served - Smothered - Splattered - Simmering - Scooped - Speared - Scrumptious - Supper - Ant - Anteater - Tongue - Smoked - Savoury - Seared - Sundried - Sautéed - Salami 	<ul style="list-style-type: none"> - Creep - Creek - Shortcut - Crooked - Knobbly - Gnarly - Clambered - Pokey - Pointy - Scratchy, scratchy - Vines - Chuckled - Flippy - Slimy - Slippy, slidey - Gloomy - Panic - Fearsome - Frightful 	<ul style="list-style-type: none"> - Pelican - Attic - Barrel - Bobbing - Villager - Rusty - Special - Trudged - Yelled - Silently - Harbour - Gangplank - Captain - Crew - Ashore - Narrow - Marched - Growled - Skulls & bones 	<ul style="list-style-type: none"> - Wonderful - Terrible - Emergency - Mucky - Pretty - Secretly - Paws - Tail - Park 	<ul style="list-style-type: none"> - Crept - Yelled - Snuck up - Summoned - Cornered - Belonged - Escapee - Marched - Frozen - Vegetables - Supermarket -
	<p style="text-align: center;">Writing Composition & Transcription</p>	<ul style="list-style-type: none"> - Depicting the main events of the story using between 3 and 5 images. - Pupils to mark make next to each image explaining what is happening. - To give meaning to all of their marks - Emerging use of taught sounds in their writing - Represent some initial sounds - Write most of their name 	<ul style="list-style-type: none"> - Begin to break speech down into words. - Hear and say the initial sound in words and some subsequent sounds. - Segment the sounds in simple words and blend them together. - Link sounds to letters - Write labels and captions. - Write some parts of CVC words 	<ul style="list-style-type: none"> - Write labels and captions. - Attempt to write short phrases e.g. a big dog, I am sad - Use phonic knowledge to write words in ways, which match their spoken sound. - Spell some irregular common words. - Write CVC words - Begin to use finger spaces 	<ul style="list-style-type: none"> - Attempt to write short simple sentences in meaningful contexts e.g. the ship is big. - Use phonic knowledge to write words in ways which match spoken sounds - Apply taught digraphs into writing e.g. ch, sh Use known sound-letter correspondences. - Use finger spaces - Begin to use full stops 	<ul style="list-style-type: none"> - Use phonic knowledge to write words in ways which match spoken sounds. - Spell some common irregular words. - Write simple sentences which can be read by themselves and others - Apply taught digraphs and trigraphs into writing. - Write words with adjacent consonants. - Have a growing awareness of the use of full stops 	<ul style="list-style-type: none"> - Write simple sentences which can be read by themselves and others (applying taught phonic sounds). - Write sentences in a coherent order with key features of narrative in own writing. - Spell common irregular words that have been taught. - Write phonetically plausible words. - Have an awareness of capital letters and full stops within their sentences.

						- Begin to notice mistakes and correct spellings.	- Re-read what they have written to check it makes sense.
	Mighty Writer	<ul style="list-style-type: none"> - Introduce MW mat - Create a simple 3 picture story - Encourage independent storytelling - Add mini- me images of the children to the mat 	<ul style="list-style-type: none"> - Model the use of arrows - Extend use of pictures in story to up to 10 - Model creating own images on blank cards - Explore other toolbars 	<ul style="list-style-type: none"> - Add sentence starters - Introduce green sentence mats (start) - Add full stop images - Add emotions cards - Add taught tricky words 	<ul style="list-style-type: none"> - Add further taught tricky words - Introduce orange sentence mats - Add adjective star 	<ul style="list-style-type: none"> - Add further taught tricky words - Introduce red sentence mats - Model the use of all sentence mats to retell a narrative 	<ul style="list-style-type: none"> - Consolidate use of all taught MW features - Introduce verb swirl, in preparation for transition to KS1
	<p>Key texts</p> <p>Maths UTW Literacy No Outsiders SL Authors</p>	<ul style="list-style-type: none"> - The Colour Monster - You Choose (Nick Sharratt) - Sharing a Shell (Julia Donaldson) - Biscuit bear (Mini Grey) - Rosie's Walk (Pat Hutchins) - A Great Big Cuddle (Michael Rosen) - A Squash & a squeeze (Julia Donaldson) - Duck in a Truck (Jez Alborough) - We're going on a Bear Hunt (Michael Rosen) - 1 2 3 at the Zoo (Eric Carle) - The Three Little Pigs - Festival of colours (Surishtha Sehgal) - The Leaf Thief (Alice Clemming) 	<ul style="list-style-type: none"> - Three Little Firefighters (Stuart J Murphy) - Pete the cat and his 4 groovy buttons (Eric Litwin) - Number rhymes/stories to 5 - The Enormous Turnip – Traditional Tale - Flashlight (Lizi Boyd) - Guess who's in the trees (Camilla Bedoyere) - Funnybones – Janet & Allen Allberg - The Christmas Story - Dear Santa (Rod Campbell) - Christmas around the World (Anna Claybourne) - Red Rockets and Rainbow Jelly (Sue Heap and Nick Sharratt) 	<ul style="list-style-type: none"> - Find me a Tiger (Lynley Dodd) - The Gruffalo (Julia Donaldson) - The Selfish Crocodile (Faustin Charles) - The Bear (Raymond Briggs) - Lost and Found (Oliver Jeffers) - The Ugly Five (Julia Donaldson) - The Blue Balloon (Mick Inkpen) - Six Dinner Sid (Inga Moore) - Simon's Sock (Sue Hendra) - Don't forget the Bacon (Pat Hutchins) - The Queens Hat (Steve Antony) - Chloe's lunar new year (Lilly Lamotte) - You must bring a hat (Simon Phillip) 	<ul style="list-style-type: none"> - Commotion in the Ocean (Giles Andreae) - The Pirates next door (Johnny Duddle) - Ten Little Pirates (Mike Brownlow) - The Way Back Home (Oliver Jeffers) - Hattie Peck (Emma Levey) - Home (Carson Ellis) - Jack & the Beanstalk (traditional tale) - The Bad Tempted Ladybird (Eric Carle) - Cockatoos (Quentin Blake) - Rosie's Walk (Pat Hutchins) 	<ul style="list-style-type: none"> - Hairy Maclary (Linley Dodd) - The Tiger who came to Tea (Judith Kerr) - Naughty Kitty (Adam Stower) - Goldilocks and the Three Bears (Traditional Tale) - Rosie's Zoo (Ailie Busby) - Double Dave (Sue Hendra) - Ness the Nurse (Nick Sharatt) - The Runaway pea (Kjartan Poskitt) - The Water Princess (Georgie Badiel) - Little Glow (Katie Sahota) - Mad about minibeasts (Giles Anderson) 	<ul style="list-style-type: none"> - Pete the cat and the missing cupcakes (James Dean) - The Shopping Basket (John Burningham) - The Very Hungry Caterpillar (Eric Carle) - Super duck (Jez Alborough) - Even Superheroes have a bad day (Shelly Becker) - Superpoop (Sam Harper) - Seaside: Then & now - Lucy & Tom (Shirley Hughes) - Hello Hello (Brendan Wenzel)

				<ul style="list-style-type: none"> - Stickman (Julia Donaldson) - Naughty Bus (Jan Oke) - The Street beneath my feet (Charlotte Guillian) - Blue Chameleon (Emily Gravett) 	<ul style="list-style-type: none"> - The Rhyming Rabbit (Julia Donaldson) - Too many carrots (Katy Hudson) - The Family Book (Todd Carr) 	<ul style="list-style-type: none"> - Slug needs a hug (Jeanne Willis) - The Three Little Pigs - Mommy, Mama and Me (Lesley Newman and Carole Thompson) 	
	<p>The above texts have been carefully chosen to assist the teaching of specific themes and as alternative links/narratives to core teaching texts. Even though the texts selected are not necessarily progressive, the way in which the text is taught and delivered will be appropriate to the level of challenge needed for each particular half term. The use of phonics and reading skills modelled during lessons that involve these texts, as well as the exposure to new vocabulary, will be appropriate and progressive across each half term of our EYFS curriculum.</p>						
	Spotlight Author	Jill Murphy & Shirley Hughes	Nick Sharratt & Hannah Lee	John Burningham	Colin McNaughton	The Ahlbergs	Sue Hendra
Maths	<p>Units</p> <p>Mastering Number</p> <p>Other areas of learning, not included in the Mastering Number scheme</p>	<ul style="list-style-type: none"> - Subitising within 3 - Counting skills to 5 - Composition: Numbers are made up of 1's - Composition of numbers 2-4 - Subitising objects and sounds to 5 - Compare sets/amounts to 5 - Use the language of comparison - Counting to 10 - Sorting - Simple ABAB patterns - Number rhymes to 5 	<ul style="list-style-type: none"> - Counting: 'Fiveness of Five' - Comparison of sets by matching - Concept of 'whole' and 'part' - Composition of 3,4, 5 - 1-1 correspondence when counting - Match numerals to quantities within 5 - Verbal counting beyond 20 - Comparing size, mass & capacity - Circles & triangles - Shapes with 4 sides 	<ul style="list-style-type: none"> - Subitising within 5 - Match numerals to quantities within 10 - Counting – focus on ordinality and the 'staircase' pattern - One more - Composition of 5 - Composition of 6 and 7, as 5 and 'a bit' - Compare sets up to 7 - Make unequal sets equal - Zero - Comparing length and height - Time 	<ul style="list-style-type: none"> - Ordering numbers using the staircase pattern - Ordering numbers to 8 - Use language of less than - Composition of 7 - Doubles - Odd and even numbers - 3D shapes - Complex patterns - ABBABB 	<ul style="list-style-type: none"> - Counting – larger sets forwards & backwards. - Subitising to 6, including in structured arrangements - Composition of 8 and 9 - Composition of 10 - Bonds to 5 - Bonds to 10 - Adding to 5, introduce symbol - Subtraction up to 5, introduce symbol 	<ul style="list-style-type: none"> - Subitise to 5 – introduce the rekenrek - Consolidating key skills to 10: composition, subitising, sorting and matching. - Automatic recall of bonds to 5 - Number patterns revisit – doubling, odd - Counting beyond 30 - Adding to 10 <p>MATHS NO PROBLEM preparation for successful transition in to Team 1:</p> <ul style="list-style-type: none"> - Introduction of journaling during maths focused tasks

							- Environment – enhancements that include sheets with small boxes in
Maths	Vocabulary used	<ul style="list-style-type: none"> - Count - How many - Altogether - More than - Fewer than - Pattern - Rhyme - Beat 	<ul style="list-style-type: none"> - Equal to - Whole part - Weight - Heavier - Lighter - Full, - Empty, - Half full - Shape - Circle - Triangle 	<ul style="list-style-type: none"> - More than - Fewer than - Greater than - Equal number to - Numeral - Match - Compare - Length - Height - Taller - Shorter - Longer - Time 	<ul style="list-style-type: none"> - Ordering - Less than - Doubling - Odd - Even - Pattern - 3D shape - Cube - Cuboid - Sphere - Pyramid - Cylinder 	<ul style="list-style-type: none"> - Sets - Number bond - Addition - Subtraction - Symbol - Total - Amount 	<ul style="list-style-type: none"> - Rekenrek - Journal - Number bond - Doubling
UTW	Themes	<ul style="list-style-type: none"> - Me and my family - Where we live – our community - Diwali/Holi - Autumn - Halloween 	<ul style="list-style-type: none"> - Bonfire night - People who can help us - Dental Hygiene - Christmas - Christianity – The Church 	<ul style="list-style-type: none"> - Chinese New year, - Winter - Polar/arctic - comparing environments - Exploring world – maps - Toys in the past 	<ul style="list-style-type: none"> - Spring - Wildlife - birds - Easter - Lifecycles – chicks - Healthy eating 	<ul style="list-style-type: none"> - Eid, - Life in another country: physical differences - Homes over time - Gardening – growing/planting - Celebrations 	<ul style="list-style-type: none"> - Summer - Seaside - Lifecycles – butterflies
	Past and Present			<ul style="list-style-type: none"> • Comment on images of familiar situations in the past 		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past
	Preparation for History National Curriculum		<ul style="list-style-type: none"> • Visit from local fire station, to talk about people around us who help and their important role. 	<ul style="list-style-type: none"> • Using the text 'Naughty Bus', explore how toys have changed over time 		<ul style="list-style-type: none"> • Focusing on the text 'The Three Little Pigs', explore how our houses have changed over time. Discuss our own houses, where 	<ul style="list-style-type: none"> • Focusing teaching around the season 'Summer', explore how the seaside has changed over time. Use the texts 'Seaside: Then &

						we live and what they are like	Now' and 'Lucy & Tom'
People, Culture and Communities	<ul style="list-style-type: none"> • Talk about member of their immediate family and community. • Understand some places are special to members of the community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. • Talk about member of their immediate family and community 	<ul style="list-style-type: none"> • Draw information from a simple map 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. 	
Preparation for Geography National Curriculum	<p><i>What animals & plants can we see?</i> Linked to work on our immediate environment above, link our seasonal changes work with the animals & plants we may see in each particular season. Use text '<i>The Leaf Thief</i>' during the Autumn</p>		<p><i>Where do we live?</i> Using <i>Google maps</i>, explore our world. Identify the water and the land.</p> <p><i>What animals & plants can we see?</i> Linked to work on our immediate environment above, link our seasonal changes work with the animals & plants we may see in each particular season. Use text '<i>Stickman</i>' during the Winter</p>	<p><i>What animals & plants can we see?</i> Linked to work on our immediate environment above, link our seasonal changes work with the animals & plants we may see in each particular season. Use text '<i>Hattie Peck</i>' during the Spring</p>	<p><i>What is life like in another country?</i> Compare what life is like in another country compared to ours. Compare weather and any other visual physical differences children identify.</p>	<p><i>What are our favourite places around school?</i> Taking a walk around the school grounds, EYFS will explore their special places and draw a simple map.</p>	
Preparation for RE National Curriculum	<p>HINDUISM</p> <ul style="list-style-type: none"> • Diwali – how do Hindus celebrate Diwali? 	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • Explain why Christians say Jesus is special - Nativity Story (Xmas books). • Talk about some things Christians might do in church - Go on a visit to a church. 		<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • Recall important aspects of the Easter story. • Begin to explain why Christians think the resurrection is important. 			

			<ul style="list-style-type: none"> Wonder why a minister pours water on babies in baptism. 				
	Preparation for French National Curriculum	<u>Vocabulary</u> Greetings- <i>Bonjour, Au revoir</i>	<u>Vocabulary</u> <i>Comment t'appelles tu?</i> (What's your name ?)	<u>Vocabulary</u> <i>Je m'appelle...</i> (I am called..)	<u>Vocabulary</u> <i>Numbers 1-5-</i> un, deux, trois, quatre, cinq	<u>Vocabulary</u> Traditional song: <i>Frere Jacques</i>	<u>Intercultural Understanding</u> <ul style="list-style-type: none"> - That there are lots of different languages spoken around the world - That people I meet may speak a different language than I do - That some of my classmates may speak a different language at home
	The Natural World	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 	<u>PSED - objective</u>	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Explore the natural world around them Describe what they can see, hear and feel, whilst outside. 	<ul style="list-style-type: none"> Explore the natural world around them 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them.
	Preparation for Science National Curriculum	<u>SEASONS</u> <ul style="list-style-type: none"> Observe an oak tree across the seasons - <i>Autumn</i> 	<u>ANIMALS INC HUMANS</u> <ul style="list-style-type: none"> Dental Hygiene – looking after our teeth 	<u>SEASONS</u> <ul style="list-style-type: none"> Observe an oak tree across the seasons - <i>Winter</i> 	<u>ANIMALS INC HUMANS</u> <ul style="list-style-type: none"> Observe the environment – bird feeding Hatching chicks (every 2 years) <u>SEASONS</u> <ul style="list-style-type: none"> Observe an oak tree across the seasons - <i>Spring</i> 	<u>MATERIALS</u> <ul style="list-style-type: none"> Identify and name materials. What do you wear in different seasons? Why? Vocabulary introduction <u>solids, liquids, gases.</u> 	<u>LIVING THINGS</u> <ul style="list-style-type: none"> Feed woodland birds Name a variety of woodland birds Hatch butterflies <u>SEASONS</u> <ul style="list-style-type: none"> Observe an oak tree across the seasons – <i>Summer</i>

EAD	Being Imaginative and Expressive	<ul style="list-style-type: none"> Develop storylines in their pretend play 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Develop storylines in their pretend play 	<ul style="list-style-type: none"> Develop storylines in their pretend play 	<ul style="list-style-type: none"> Develop storylines in their pretend play 	<ul style="list-style-type: none"> Develop storylines in their pretend play 	
	Creating with Materials	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects and express their ideas and feelings. 	<ul style="list-style-type: none"> Return to and build on their previous learning 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects and express their ideas and feelings. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Return to and build on their previous learning 	<ul style="list-style-type: none"> Return to and build on their previous learning 	
	Singing	<p>Nursery Rhymes:</p> <ul style="list-style-type: none"> 5 Little Speckled Frogs 5 Little Ducks 5 Little Monkeys I'm a little teapot One, two, buckle my shoe Incy Wincy Spider Twinkle Twinkle Little Star 1,2,3,4,5 once I caught a fish alive <p>Autumn/Harvest songs Washing hands song</p>	<p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Old McDonald had a farm 5 Little Men 5 Current Buns 10 Green Bottles The Wheels on the bus Grand Old Duke of York This Little Piggy went to market <p>Christmas songs/performance</p>	<p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Hot Cross Buns Little Miss Muffet Miss Polly had a Dolly Two little dickie birds Little Jack horner <p>Spring songs</p>	<p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Hickory Dickory Dock Baa Baa Black Sheep Monday's Child Pat-a-cake Three Blind mice Here is the beehive <p>Easter songs</p>	<p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Pussy cat, pussy cat There was once an old lady Jack and Jill Queen of hearts <p>Summer songs</p>	<p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Mary Mary quite contrary Goosy Goosy Gander <p>Consolidation</p>	
	Preparation for Music National Curriculum	Clap a steady beat/pulse	Walk, move or clap a steady beat/pulse , as the tempo of music changes	Use body/classroom percussion to play repeated rhythms to maintain a steady beat/pulse	Respond to the beat/pulse in recorded/live music through movement and dance	Follow 4 beats using simple symbol prompts.		Consolidation
	Preparation for Art National Curriculum	PAINT Experiment with block paint.	PAINT Experiment with powder paint. Explore different paintbrushes.	CLAY Explore using plasticise	CLAY Using plasticise to make a figure.	DRAWING Explore using drawing materials in different ways.	DRAWING Explore colour pencils and crayons.	
	Key artists (to explore the work of)	Jackson Pollock Howard Hodgkin		Alberto Giacometti		Henry Moore, Heather Hansen, Stephen Wiltshire, Ana Enshina		

	Preparation for Design and Technology National Curriculum	CONSTRUCTION Within continuous provision explore different ways of joining, using different DT materials and different DT equipment <ul style="list-style-type: none"> • Tape to join • Glue to join • Split pins • Basic cutting • Tearing 		FOOD Within continuous provision/snack provision, explore different foods and different ways of preparing food, using different foods. <ul style="list-style-type: none"> • Slicing • Spreading • Shelling eggs • Preparing vegetables • Peeling fruit • Try new foods 		TEXTILE Within continuous provision explore different ways of joining and cutting textiles, using different materials and different textile equipment <ul style="list-style-type: none"> • Weaving • Gluing • cutting • knotting 	
	Role Play Area	Domestic role-play	Domestic role-play with additions/deconstructed items	Planned based on children's needs & interests, but always include familiar, unfamiliar and fantasy/deconstructed themes.			
PSED	My Happy Mind	Unit 1: Meet the Brain	Unit 2: Celebrate	Unit 3: Appreciate	Unit 4: Relate	Unit 5: Engage	Consolidation
	Other	Toilet & lunch routines Changing for PE Washing hands Class charter Colour monster emotions:	Zippering coats Tooth brushing Colour monster emotions: reinforce	Buttons Road safety Add writing table to provision	Healthy food choices Add a further writing table to provision	Independent skill consolidation – supporting children, depending on their own individual needs	
Cultural Capital	Visits in		Fire service visit				
	Visits out	Delamere Forest	Church visit – St Pauls	Library Visit		Local Park visit	Beach trip
	First-hand experience	Woodland area Diwali Day	Pond	Polytunnel	Chicks (every other year)	School dog – Raz	Butterflies – life cycle Sports Day

