

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Letters and sounds games – phase 1 Letters and sounds phase 2</p> <p>Reading a range of stories. Talking about likes and dislikes. Remembering parts of the story.</p>	<p>Letters and sounds phase 2</p> <p>Reading a range of books, children joining in with repeated refrains.</p> <p>Instructions</p> <p>Recounting events -</p>	<p>Letters and sounds phase 2</p> <p>Traditional and fairy tales stories.</p> <p>Poems and rhyme</p>	<p>Letters and sounds phase 3</p> <p>Following instructions</p> <p>Traditional tales –</p> <p>Variety of story and non-fiction books related to topic with a focus on character</p>	<p>Letters and sounds phase 3/4</p> <p>The Hungry Caterpillar</p> <p>Non-fiction books on animals and habitats.</p> <p>Children read simple sentences and instructions.</p> <p>Children listen to stories and factual information and talk about the differences.</p> <p>Children re-tell stories and make new stories, focussing on settings.</p> <p>Writing labels and captions linked to sound.</p>	<p>Letters and sounds phase 3/4</p> <p>Writing labels and captions.</p> <p>Sharing book sand talking about favourite books.</p> <p>Writing sentences linked to topic and stories.</p> <p>Children re-tell stories and make new stories, focussing on settings.</p>
Maths	<p>Counting to 5</p> <p>Counting objects.</p>	<p>Counting to 10</p> <p>Singing</p>	<p>Playing maths counting games</p>	<p>Time - seasons, days, months and hours. Talking</p>	<p>Using addition and subtraction.</p>	<p>2d and 3d shapes.</p> <p>Adding and</p>

	<p>Singing counting songs.</p> <p>Recognising familiar numerals</p>	<p>counting songs.</p> <p>Finding one more.</p> <p>Using money in role play.</p> <p>2d shapes</p> <p>Ordering by length using role play area.</p>	<p>Using weighing in role play.</p> <p>Finding one more and one less.</p> <p>Playing estimating games.</p> <p>Repeating patterns</p>	<p>about what we do at different times and sequencing events.</p> <p>Using money in role play</p> <p>Beginning to use addition to find totals</p>	<p>Using money in role play with a focus on children making and solving their own mathematical problems.</p> <p>Position</p>	<p>subtracting.</p>
KUW	<p>Talk about where the school is in relation to where the children live. How do you get to school? Why?</p> <p>Introduce children to the ICT used within school and ensure they know what can/cannot be used by them.</p>	<p>Animals including humans: describe the importance of exercise, eating the right amounts of different types of food and hygiene for humans.</p> <p>Senses: Identify, name, draw and label the</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to local and familiar features.</p> <p>Understand use of algorithms (BeeBot)</p> <p>Use logical reasoning to make predictions.</p>	<p>Differentiate living, dead and non-living things.</p> <p>Growing plants (water, light and warmth)</p> <p>Identify basic plants and parts</p> <p>Basic needs of animals and offspring</p> <p>Simple food chains and habitats</p> <p>Observe changes of day and season.</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Changes in living memory (linked to aspects of national life where appropriate.)</p> <p>Lives of significant historical figures</p> <p>Neil Armstrong</p> <p>Significant local people</p>	<p>Distinguish between objects and materials</p> <p>Identify and name common materials</p> <p>Describe simple properties of some materials</p> <p>compare and classify some materials.</p>

		basic parts of the human body and say which part of the body is associated with each sense.			First aeroplane ride.	
Communication and Language	Listening to stories - sharing favourite stories. Following instructions, looking at settling in instructions - how to use different areas of the classroom.	Listening to each other - describing what we have done, talking about what is special about it. Playing in role play area (home corner)	Listening and Attention and Speaking Opportunities to re-enact stories and develop their own play in role play area.	Listening and Attention and Speaking Opportunities to re-enact stories and develop their own play in role play area.	Opportunities to re-enact stories and develop their own play in role play area - including with other children to develop listening and speaking skills. Evaluating performances. Following stories and information using listening skills.	Opportunities to re-enact stories and develop their own play in role play area- including with other children to develop listening and speaking skills. Evaluating performances. Following stories and information using listening skills
Physical Development	PE -we will be learning about what happens to our bodies when we exercise, how to keep our bodies fit and	Throwing and catching. Real PE We will play paired and	Real PE We will be learning about what happens to our bodies when we exercise, how to keep our bodies fit	Real PE We will be looking at balancing and improving control. We will be looking	Real PE We will play paired and team games to develop sportsmanship.	Real PE Small motor movements - handwriting skills using different media.

	<p>healthy. We will think about and develop the way that we move and the way that we throw and catch balls.</p> <p>Small motor movements - handwriting skills using different media.</p>	<p>team games to develop sportsmanship.</p> <p>Small motor movements - handwriting skills using different media.</p>	<p>and healthy. We will think about and develop the way that we move our bodies to form shapes and movement through dance.</p> <p>Small motor movements - handwriting skills using different media.</p>	<p>jumping safely.</p> <p>Small motor movements - handwriting skills using different media.</p>	<p>Small motor movements - handwriting skills using different media.</p>	
<p>Personal, Social and Emotional Development</p>	<p>Seal - Good to be me. Self confidence and awareness Managing feelings and behaviour Making relationships Starting school: team work, independent skills, expectations, trying out new activities.</p>	<p>Seal Good to be me. Self confidence and awareness Managing feelings and behaviour Making relationships Starting school: team work, independent skills, expectations, trying out new activities.</p>	<p>Seal Getting on and falling out Self confidence and awareness Managing feelings and behaviour Making relationships Starting school: team work, independent skills, expectations, trying out new activities.</p>	<p>Seal getting on and falling out Self confidence and awareness Managing feelings and behaviour Making relationships Starting school: team work, independent skills, expectations, trying out new activities.</p>	<p>Seal relationships Self confidence and awareness Managing feelings and behaviour Making relationships Starting school: team work, independent skills, expectations, trying out new activities.</p>	<p>Seal -relationships Self confidence and awareness Managing feelings and behaviour Making relationships Starting school: team work, independent skills, expectations, trying out new activities.</p>

<p>Expressive Arts and Design</p>	<p>Use voices expressively and creatively by singing songs, speaking chants and rhymes. Play untuned instruments Listen and understand live and recorded music. Make and combine sounds musically.</p> <p>Significant historical events, people and places in their own locality WA village and the church. Changes in living memory: family life and changes in the local environment. Significant local people Key Events: Bonfire Night</p>	<p>Use a range of materials Use drawing, paintings and sculpture. Develop techniques of colour, pattern, texture, line, shape, form and space. Learn about a range of artists, craftsmen and designers. (Self-Portraits.)</p> <p>Generate, model and communicate ideas. Use a range of tools and materials to complete practical tasks. Evaluate existing products and own ideas.</p>	<p>Use a range of materials Use drawing, paintings and sculpture. Develop techniques of colour, pattern, texture, line, shape, form and space. Learn about a range of artists, craftsmen and designers (Richard Long.)</p>	<p>Use voices expressively and creatively by singing songs, speaking chants and rhymes. Play untuned/tuned instruments. Listen and understand live and recorded music. Make and combine sounds musically.</p> <p>Design purposeful and functional and appealing products. Generate, model and communicate ideas. Use a range of tools and materials to complete practical tasks. Evaluate existing products and own ideas.</p>	<p>Use a range of materials Use drawing, paintings and sculpture. Develop techniques of colour, pattern, texture, line, shape, form and space. Learn about a range of artists, craftsmen and designers (Andy Worhol)</p> <p><u>Music:</u> Use voices expressively and creatively by singing songs, speaking chants and rhymes. Play untuned/tuned instruments Listen and understand live and recorded music. Make and combine sounds musically.</p>	<p><u>Music:</u> Use voices expressively and creatively by singing songs, speaking chants and rhymes. Play untuned/tuned instruments Listen and understand live and recorded music. Make and combine sounds musically.</p> <p>Design purposeful, functional and appealing products. Generate, model and communicate ideas. Use a range of tools and materials to complete practical tasks. Evaluate existing products and own ideas. Make your own rocket.</p>
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EYFS Curriculum 2017/18



End of Topic		Nativity		Art exhibition		Recording of class song
Enrichment	Visits from local people to talk about experiences in 1960s.	Zoo visit	Pancake day	Easter celebration day	Visits from local people to talk about experiences in 1960s.	