

Curriculum Plan for EYFS topics for 2018 – 2019

A curriculum letter is sent out by each class at the beginning of each term explaining topics, special events and visits and any changes to the curriculum. More detailed plans are available from the class teacher if necessary.

Topics		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Sept - Oct	Nov- Dec	Jan - Feb	Feb - Mar	Apr- May	June - July
		All about Me	Let's Celebrate!	Let's Play!	Amazing Animals	Story time	Pirates
Prime Areas	PSED Personal, Social, Emotional Development	<p>Making relationships : Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Self confidence and self awareness : Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing Feelings and Behaviour : Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Settling in – class routines and school rules.</p> <p>Continuous Provision / Adult observations and interactions within class room and outside area.</p> <p>Role play area in class to link with termly topics. Outdoors - mud kitchen / dressing up / role play boxes</p> <p>Characteristics of Effective Learning - Playing and Engagement, Active Learning, Thinking Critically</p> <p>Individual display space in classroom to peg up children's learning and celebrate achievements.</p> <p>Role play of specific behaviour issues as they arise, reinforce good as gold rules and consequences.</p> <p>Visual timetable/ social stories about kind hands, personal space and following instructions.</p> <p>Links with KS2 class in place. Shared reading, playtimes, games and stories.</p>					
	CL Communication and Language	<p>Listening and Attention : Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>Understanding : Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking : Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p>Newstime - Show and Tell Sharing items from home. Talking about family and home life.</p> <p>Circle times - with Barnaby Bear. Using ideas from Ros Bayley's Listening Skills and Jenny Mosley's Circle Time books.</p> <p>Storytimes - daily with T or TA.</p> <p>Assembly - listening, singing and speaking to a large group of peers and adults.</p> <p>Cooking – every week. Following instructions, co-operating with a partner.</p> <p>Helicopter stories - with stage for acting out stories with peers. Links with all areas - extending/ modelling new vocabulary</p> <p>Exploring time – continuous provision with free flow in and out.</p>					
	PD Physical Development	<p>Moving and Handling : Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Health and Self Care : Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>					
		Movement Dance	Gymnastics Dance	Gymnastics Multiskills	Badminton Multiskills	Athletics Games	Dance Games

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Specific Areas	L Literacy	Reading : Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Writing : Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions. Attempts to write short sentences in meaningful contexts.					
		ORT characters ORT stage 0 / 1	Bonfire Night Divali Thanksgiving	Kipper's Toybox ORT Biff's Aeroplane Harry and his Dinosaurs	Old Macdonald had a farm/ pet/ garden/ zoo Nursery rhymes	Traditional tales Goldilocks/ 3 little pigs/ Gingerbread man	Pirate school ORT 5 Pirate Adventure Pirates love underpants
	Phonics	Letters & Sounds Phase 2 s a t p i n m d g o e c k u b f l h r s s f f l l		Letters & Sounds Phase 3 j v w x y z z z q u s h c h t h n g a i e e o r i g h o o o a a r u r o w o i e r e a r a i r u r e		Letters & Sounds Phase 4 cvcc and ccvc words using all sounds learnt so far	
	MD Mathematical Development	Numbers : Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of upto 10 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare 2 sets of objects. Finds the total number of items in 2 groups by counting all of them. Says the number that is one more than a given number. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Shape, Space and Measures : Beginning to use mathematical names and terms for 'solid' 3D shapes and 'flat' 2D shapes. Selects a particular named shape. Can describe their relevant position such as behind/ next to/ in front. Orders 2-3 items by length/ height/ weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. (dressing) Measures short periods of time in simple ways.					
		Number Shapes	Calculations Money	Number Measures	Calculations Shapes and Time	Numbers Position	Calculations Recording
	UW Understanding of the world	People and Communities : Enjoys joining in with family customs and routines. The World : Looks closely at similarities, differences, patterns and change. Technology : Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software.					
		Our bodies/ senses Growing up	Worldwide festivals Christmas	Old and new toys Materials	Naming animals including habitats	Fact and Fiction Colours	Floating and Sinking
	EAD Expressive Arts and Design	Exploring using Media and Materials : Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Being Imaginative : Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings and experiences. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.					
		Self portraits Names	Diva candle holders Christmas craft	Sock puppets Junk model robots	Observations drawings chalk charcoal pens	Colour mixing Painting	Treasure Maps Building boats

Reading is taught using a range of schemes and real books. These are levelled and alphabetically coded using Reading Recovery and Book Bands. Phonics is taught through a multisensory approach using Jolly Phonics and Letters & Sounds guidance by the teachers and TAs.