

EYFS Curriculum



Our EYFS curriculum is delivered through a range of;

- Child initiated learning in our indoor & outdoor learning environments (including enhancements to continuous provision based on the needs/interests of the cohort)
- Adult initiated learning based on our knowledge of each child's individual next steps
- Focused adult led learning based on a focus book/theme (focus books/themes may change due to interests within the cohort)

Learning opportunities are planned to cover the following areas:

Characteristics of Effective Learning	Prime Areas	Specific Areas
<p>Playing & Exploring - <i>engagement</i></p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' <p>Active Learning – <i>motivation</i></p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating & Thinking Critically – <i>thinking</i></p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Making relationships • Self-confidence & self-awareness • Managing feelings & behaviour <p>Physical Development</p> <ul style="list-style-type: none"> • Moving & handling • Health & self-care <p>Communication & Language</p> <ul style="list-style-type: none"> • Listening & attention • Understanding • Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> • Reading • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Number • Shape, space & measure <p>Understanding the World</p> <ul style="list-style-type: none"> • People and communities • The world • Technology <p>Expressive Arts & Design</p> <ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative

EYFS Curriculum

The **INTENT** of our curriculum is;

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

In EYFS this means that;

- **Our children will... (Prime Areas/CoEL)**

Gain the motivation and resilience needed to prepare them for the demands which lie ahead.

- **What knowledge will we teach our children?**

Carefully selected themes will guide the knowledge which will be taught to children. Each theme will contain 'wow' moments for the children, providing them with opportunities develop their understanding of their local community and beyond. Activities will be planned which provide children with hands on experiences that they may be unlikely to otherwise experience.

Our indoor and outdoor classrooms will reflect skills being taught.

We will ensure that we are aware of children's interests and use these to guide learning when possible.

Role play areas will be a permanent fixture in classrooms ensuring that children have opportunities to talk and play alongside peers.

- **What will reading look like?**

Reading will lie at the heart of our curriculum. Themes will be guided by key texts chosen specifically for their rich vocabulary & appropriate knowledge content.

Story time will be a vitally important part of the structure of our day. Through listening & responding to stories, children will embed spoken language, develop their vocabulary and learn to listen and comprehend. They will be taught to understand what they hear.

Children will read books which match their phonic skill ensuring that their knowledge can be consolidated as they read.

Daily phonics sessions will introduce children to the sounds that individual letters and groups of letters make. Children will learn how to orally segment and blend the sounds in words.

- **What will writing look like?**

Mark making and writing of all developmental stages will be celebrated and encouraged throughout the indoor and outdoor classrooms. Children will see adults modelling writing frequently so that they understand the many purposes of written text.

Talk will be a key element in the teaching of writing. Children will be given many opportunities to orally rehearse before writing.

When ready to write, children will be taught to sequence their ideas and re-read what they have written.

Handwriting will be taught systematically using the Penpals scheme.

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During phonics sessions, children will be taught how to spell irregular high-frequency words.

- **What will mathematics look like?**

The teaching of mathematical concepts and processes will guide teaching and learning.

Children will be given opportunities to practise and rehearse skills in a range of different ways.

Where children show a strong mathematical ability, Y1 content will be used to extend knowledge.

- **What will the structure of our day/week look like?**

Embedded routines will ensure that our children feel secure, safe and happy.




Children will learn through a range of child-initiated play, adult-guided play, adult-led activities and whole class teaching.

Rolling snack time will be used as a tool to develop independence and develop social and communication skills.

Weekly Woodland School sessions will promote resilience, risk taking, self-esteem & confidence and collaboration.

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Reception

Autumn 1						
Theme: Fabulous Friends Focus Books: The Little Red Hen, Rainbow Fish, Elmer Special Events: Autumn						
<u>PSED</u>	<u>PD</u>	<u>C&L</u>	<u>L</u>	<u>M</u>	<u>UTW</u>	<u>EAD</u>
<p>Children will explore new classroom and become confident to access resources, equipment and areas of provision independently. They will engage in both unfamiliar and familiar activities and begin to spend extended periods of time focussed on an activity.</p> <p>Children will become familiar with several new key routines.</p> <p>Children will be involved in establishing class rules and they will recognise and understand what is 'right' & what is 'wrong'. They will begin to share resources and play co-operatively with their friends.</p> <p>Children will ask a familiar adult for help when needed. They will play and work collaboratively with others and begin to gain confidence to share their ideas with others.</p>	<p>Develop fundamental movement skills.</p> <p>Develop gross motor skills.</p> <p>Develop hand-eye co-ordination & dexterity.</p> <p>Develops strength in shoulders, wrists, hands and fingers.</p> <p>Strengthens finger muscles.</p> <p>Develop tripod grip.</p> <p>Explore movement through music.</p> <p>Travels in different ways.</p> <p>Uses mark making tools with increasing control.</p> <p>Take responsibility for own belongings.</p> <p>Talk about why it is important to wash their hands.</p> <p>Understands the importance of keeping safe when using tools.</p> <p>Understands safety rules when playing in sand/water/mud.</p> <p>Be able to take off shoes and socks.</p> <p>Begin to dress and undress for PE with increasing independence.</p>	<p>Listen, attend and respond one-to-one and in small groups when the conversation interests them.</p> <p>Follow simple instructions as part of daily routine.</p> <p>Listen, attend and respond to stories, including stories which are repetitive, include rhyme or familiar stories.</p> <p>Talks about experiences in their lives both at home and in school.</p> <p>After listening to a story, can recall main events.</p> <p>Begins to answer questions about own experiences and stories.</p> <p>Engages in conversations with familiar adults and peers.</p> <p>Builds up and further develops vocabulary and conversational skills.</p>	<p>Listens to a range of stories with increasing attention & recall.</p> <p>Understand that print carries meaning & is read from left to right, top to bottom.</p> <p>Know how to hold a book the correct way up and turn one page at a time.</p> <p>Uses picture books to tell a story.</p> <p>Shows an awareness of alliteration, rhythm & rhyme through a range of Phase 1 games.</p> <p>Can recognise familiar words, such as their name.</p> <p>Learns some letter sounds and can hear initial sound in words.</p> <p>Know ORT characters.</p> <p>Gives meaning to marks they make.</p> <p>Makes marks & draws using increasing control.</p> <p>Uses some recognisable letters and own symbols.</p> <p>Orally segments the sounds in VC & CVC words.</p> <p>Begins to use appropriate letters for initial sounds.</p>	<p>White Rose Maths Scheme <u>Number & Place Value</u> Numbers to 5 Comparing groups of identical objects. Comparing groups of non-identical objects.</p> <p><u>Addition & Subtraction</u> Sorting into groups One more within 5 One less within 5</p> <p><u>Measurement</u> Time – My day</p> <p>Use positional language. Begin to explore distance (length, width & height) and weight. Create pictures with 2D shapes.</p>	<p>Talk about themselves to a small group.</p> <p>Find out about role of people in family, school & community.</p> <p>Talk about similarities and differences in the world around them.</p> <p>Talk about changes to the environment (linked to Autumn.)</p> <p>Talk about their immediate environment and local community.</p> <p>Use positional language.</p> <p>Observe and identify different weather conditions.</p>	<p>Explore colour, shape & size.</p> <p>Observe and explore techniques for drawing and painting.</p> <p>Understand tools can be used for different purposes.</p> <p>Begin to construct with a purpose in mind.</p> <p>Explore with a range of open ended resources.</p> <p>Engage in role-play with peers based on familiar experiences.</p> <p>With support, uses junk materials to make simple models, using different ways of joining.</p>
<u>Computing</u>	<u>Music</u>	<u>RE</u>	<u>Jigsaw</u>	<u>Heart Smart</u>	<u>PE</u>	<u>WOW Experiences</u>
	Charanga – Me!		Puzzle 1 – Being me in my world.	Get Heart Smart	West Lancashire PE specialist	Y6 Buddy Assembly Hen visit Autumn Walk

EYFS Curriculum

Autumn 2

Theme: Out of this world! Christmas

Focus Books: Whatever Next, Harry and his Bucket Full of Dinosaurs, The Christmas Story

Special Events: Halloween, Bonfire Night, Remembrance Day, Diwali, Christmas



<u>PSED</u>	<u>PD</u>	<u>C&L</u>	<u>L</u>	<u>M</u>	<u>UTW</u>	<u>EAD</u>
<p>Children will gain confidence and independence accessing resources, equipment and areas of provision independently.</p> <p>They will engage in both unfamiliar and familiar activities and begin to spend extended periods of time focussed on an activity, including those which are directed by an adult.</p> <p>Children will follow familiar class routines well.</p> <p>Children will understand class rules and they will show an awareness of what is 'right' & what is 'wrong'.</p> <p>They will share resources and play co-operatively with their friends.</p> <p>Children will ask a familiar adult for help when needed.</p> <p>When playing within a small group, children will know how to share their ideas, feelings and thoughts.</p>	<p>Develop fundamental movement skills.</p> <p>Develop gross motor skills.</p> <p>Develop hand-eye co-ordination & dexterity.</p> <p>Develops strength in shoulders, wrists, hands and fingers.</p> <p>Strengthens finger muscles.</p> <p>Develop tripod grip.</p> <p>Explore movement through music.</p> <p>Travels in different ways.</p> <p>Uses mark making tools with increasing control.</p> <p>Take responsibility for own belongings.</p> <p>Talk about why it is important to wash their hands.</p> <p>Understands the importance of keeping safe when using tools.</p> <p>Understands safety rules when playing in sand/water/mud.</p> <p>Be able to take off shoes and socks.</p> <p>Begin to dress and undress for PE with increasing independence.</p>	<p>Listen, attend and respond one-to-one and in small groups when the conversation interests them.</p> <p>Follow simple instructions as part of daily routine.</p> <p>Listen, attend and respond to stories, including stories which are repetitive, include rhyme or familiar stories.</p> <p>Talks about experiences in their lives both at home and in school.</p> <p>After listening to a story, can recall main events.</p> <p>Begins to answer questions about own experiences and stories.</p> <p>Engages in conversations with familiar adults and peers.</p> <p>Builds up and further develops vocabulary and conversational skills.</p>	<p>Continue to listen, respond and recall main events of a range of stories.</p> <p>Talk about how characters are feeling and why.</p> <p>Understand terms; front cover, back cover, pages, title, blurb.</p> <p>Begin to recognise the difference between fiction & non-fiction.</p> <p>Distinguish the difference between a letter and a word.</p> <p>Begins to link sounds with letters of the alphabet.</p> <p>Blend sounds in VC & CVC words.</p> <p>Orally segments the sounds in VC & CVC words.</p> <p>Uses appropriate letters for initial sounds.</p> <p>Writes VC words using phase 2 phonics.</p> <p>Begins to write CVC words using phase 2 phonics.</p> <p>Begins to recognise some irregular common words (I, the, to, no, go.)</p>	<p>White Rose Maths Scheme <u>Number & Place Value</u> Numbers to 5 Comparing groups of identical objects. Comparing groups of non-identical objects.</p> <p><u>Addition & Subtraction</u> Sorting into groups One more within 5 One less within 5</p> <p><u>Measurement</u> Time – My day</p> <p>SSM Begin to explore & understand volume & capacity.</p>	<p>Recognise some familiar significant events (Bonfire Night, Christmas.)</p> <p>Recognise there are other events we may not have experience of (Diwali.)</p> <p>Recognise and talk about the features of familiar places within their local community.</p> <p>Visit Skelmersdale Fire Station to learn about the role of the Fire Fighter and how to keep safe on Bonfire Night.</p>	<p>Explore texture and pattern.</p> <p>Observe and explore techniques for collage.</p> <p>Understand tools can be used for different purposes.</p> <p>Begin to construct with a purpose in mind.</p> <p>Explore with a range of open ended resources.</p> <p>Experience the roles of people in different jobs.</p> <p>Engage in role-play with peers based on familiar experiences.</p>
<u>Computing</u>	<u>Music</u>	<u>RE</u>	<u>Jigsaw</u>	<u>Heart Smart</u>	<u>PE</u>	<u>WOW Experiences</u>
	Charanga – My Stories		Puzzle 2 – Celebrating difference	Don't forget to let love in	West Lancashire PE specialist	Fire Station Trip Diwali Day (link with Nurs) Dinosaur egg discovery Christmas performance Winter Wonderland Day

EYFS Curriculum

Spring 1

Theme: Julia Donaldson Stories

Focus Books: Stick Man, Monkey Puzzle & The Gruffalo

Special Events: Winter, Chinese New Year



<u>PSED</u>	<u>PD</u>	<u>C&L</u>	<u>L</u>	<u>M</u>	<u>UTW</u>	<u>EAD</u>
<p>Begin to gain confidence to make choices and decisions about what they will do, where they will do it and who they will do it with.</p> <p>Talk about and share with others their ideas, and activities during circle time.</p> <p>Show care and concern for themselves and others around them.</p> <p>Be confident in showing what is 'right' in a range of situations.</p> <p>Begin to listen and respond to others, acknowledging their ideas and contributions.</p> <p>Use appropriate strategies in order to share resources.</p> <p>Understands what it means to be a good friend and talk about how they can be a good friend in different situations.</p>	<p>Develop fundamental movement skills.</p> <p>Develop gross motor skills.</p> <p>Develop hand-eye co-ordination & dexterity.</p> <p>Develops strength in shoulders, wrists, hands and fingers.</p> <p>Strengthens finger muscles.</p> <p>Develop tripod grip.</p> <p>Changes direction, speed and size of movements when travelling.</p> <p>Uses bodies to balance & hold a fixed position.</p> <p>Demonstrate increasing control when pushing, bouncing and kicking.</p> <p>Manipulates malleable materials to achieve a desired effect.</p> <p>Joins construction kits together.</p> <p>Uses creative tools with increasing control.</p> <p>Learns to form some letters correctly (pen pals.)</p> <p>Dress selves independently.</p> <p>Talk about foods they like/dislike.</p> <p>Experience & engage in activities which promote healthy eating practices.</p> <p>Begin to understand that some food is good for our bodies and others are not as good.</p> <p>Talks about how to exercise & what happens to their bodies.</p>	<p>Listen, attend and respond to non-fiction texts, poems & unfamiliar stories.</p> <p>Listens & attend to adult led activities (e.g. during Phonics).</p> <p>Begins to follow instructions out of the context of daily routine and instructions involving two parts.</p> <p>Talks about and describes experiences in their lives.</p> <p>Can recall main events and talk about characters and settings from stories.</p> <p>Answers questions and gives explanations about own experiences and stories.</p> <p>Experiences and begins to ask a variety of questions about stories and events which are important to them.</p> <p>Engages in conversations with unfamiliar adults and visitors.</p> <p>Builds up and further develops vocabulary and conversational skills.</p> <p>Engages in language used in imaginative play.</p> <p>Begins to recall past experiences and make links between their own experiences and stories.</p> <p>Uses language to predict what might happen next in an unfamiliar situation.</p>	<p>Discuss the beginning, middle and end of a book.</p> <p>Make predictions based on what they have heard/read and talk about what could happen next.</p> <p>Begin to talk about how the end of the story could be changed.</p> <p>Blends to read words matched to phonic level.</p> <p>Reads phase 2 tricky words.</p> <p>Spells CVC words with increasing independence.</p> <p>Begins to use some phase 3 diagraphs within writing.</p> <p>Begins to spell some common irregular words correctly.</p> <p>Begins to orally structure and remember simple phrases and has a go at writing.</p>	<p>White Rose Maths Scheme <u>Number & Place Value</u> Numbers to 6-10</p> <p><u>Addition & Subtraction</u> Number bonds to 5 Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part-whole model</p> <p><u>Geometry</u> Spatial awareness 3D shapes 2D shapes</p> <p>SSM Recognises what is a repeating pattern and what is not. Orders a set of 3 items according to length, width & height. Understands how to use a balance scale to measure weight of an item. Uses terms before & after when ordering familiar events.</p>	<p>Builds up vocabulary to describe texture.</p> <p>Explores made & natural objects and discusses features & properties.</p> <p>Talks about how substances can be changed.</p> <p>Recognises and talks about environments in the wider world (Antarctic, Rainforest.)</p> <p>Use books and technology to find out about different environments.</p> <p>Talks about buildings in different environments.</p> <p>Learn about CNY.</p> <p>Experience and talk about different clothes people wear in different cultures.</p>	<p>Observe and explore technique for printing.</p> <p>Begin to represent ideas & thoughts through a range of media & materials.</p> <p>Make simple plans before engaging in creative activities.</p> <p>Work collaboratively as a group to create.</p> <p>Begin to develop narratives with beginning, middle and end within role-play.</p> <p>Experiment being different people in different roles within role-play.</p>
<u>Computing</u>	<u>Music</u>	<u>RE</u>	<u>Jigsaw</u>	<u>Heart Smart</u>	<u>PE</u>	<u>WOW Experiences</u>
	Charanga – Everyone!		Puzzle 3 – Dreams & goals	Too much selfie isn't healthy	West Lancashire PE specialist	CNY party Imagine That! Trip

EYFS Curriculum

Spring 2

Theme: Quack!

Focus Books: Mr Wolf's Pancakes, Duck to Duckling, The Ugly Duckling.

Special Events: Shrove Tuesday, Science Week



<u>PSED</u>	<u>PD</u>	<u>C&L</u>	<u>L</u>	<u>M</u>	<u>UTW</u>	<u>EAD</u>
<p>Gain confidence to make choices and decisions about what they will do, where they will do it and who they will do it with.</p> <p>Talk about and share with others their ideas and activities during whole class discussions.</p> <p>Show care and concern for themselves, others and the environment.</p> <p>Be confident in showing what is 'right' in a range of situations.</p> <p>Listen and respond to others, acknowledging their ideas and contributions</p> <p>Use appropriate strategies in order to share resources.</p> <p>Understands what it means to be a good friend and talk about how they can be a good friend in different situations.</p>	<p>Develop fundamental movement skills.</p> <p>Develop gross motor skills.</p> <p>Develop hand-eye co-ordination & dexterity.</p> <p>Develops strength in shoulders, wrists, hands and fingers.</p> <p>Strengthens finger muscles.</p> <p>Develop tripod grip.</p> <p>Changes direction, speed and size of movements when travelling.</p> <p>Uses bodies to balance & hold a fixed position.</p> <p>Demonstrate increasing control when pushing, bouncing and kicking.</p> <p>Manipulates malleable materials to achieve a desired effect.</p> <p>Joins construction kits together.</p> <p>Uses creative tools with increasing control.</p> <p>Learns to form some letters correctly (pen pals.)</p> <p>Dress selves independently.</p> <p>Talk about foods they like/dislike.</p> <p>Experience & engage in activities which promote healthy eating practices.</p> <p>Begin to understand that some food is good for our bodies and others are not as good.</p> <p>Talks about how to exercise & what happens to their bodies.</p>	<p>Listen, attend and respond to non-fiction texts, poems & unfamiliar stories.</p> <p>Listens & attend to adult led activities (e.g. during Phonics).</p> <p>Begins to follow instructions out of the context of daily routine and instructions involving two parts.</p> <p>Talks about and describes experiences in their lives.</p> <p>Can recall main events and talk about characters and settings from stories.</p> <p>Answers questions and gives explanations about own experiences and stories.</p> <p>Experiences and begins to ask a variety of questions about stories and events which are important to them.</p> <p>Engages in conversations with unfamiliar adults and visitors.</p> <p>Builds up and further develops vocabulary and conversational skills.</p> <p>Engages in language used in imaginative play.</p> <p>Begins to recall past experiences and make links between their own experiences and stories.</p> <p>Uses language to predict what might happen next in an unfamiliar situation.</p>	<p>Understanding the difference between fiction & non-fiction.</p> <p>Can talk about how they can find out information.</p> <p>Continue to develop comprehension & question skills.</p> <p>Continue to apply phonic knowledge to read books which are phonetically decodable.</p> <p>Begin to recognise some phase 3 tricky words.</p>	<p>White Rose Maths Scheme <u>Number & Place Value</u> Numbers to 6-10</p> <p><u>Addition & Subtraction</u> Number bonds to 5 Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part-whole model</p> <p><u>Geometry</u> Spatial awareness 3D shapes 2D shapes</p> <p>SSM Recognise and name a cone, cube, cuboid and sphere. Recognise and name a cone, cube, cuboid & sphere & use mathematical vocabulary to describe. Uses terms forwards, backwards, up, down & turn. Uses non-standard measures to measure length/width/height. Knows length, width & height can be represented by a number. Compares up to 3 containers according to volume. Begins to be aware of coins/notes. Pays for an item using 1p coins. Shows some awareness of today, yesterday & tomorrow and can name some days of the week.</p>	<p>Builds up vocabulary to describe taste (Pancake tasting.)</p> <p>Experiences caring for animals.</p> <p>Knows what animals need to live and grow.</p> <p>Explores the use of human features within the environment.</p> <p>With support, carry out simple scientific experiments.</p> <p>Become familiar with a range of scientific vocabulary.</p>	<p>Explore how a range of objects have been made.</p> <p>Explore & identify the properties of a range of materials.</p> <p>Follow a simple plan to make a model.</p> <p>Use junk materials to make simple models, using different ways of joining.</p> <p>Begin to develop narratives with beginning, middle and end within role-play.</p> <p>Experiment being different people in different roles within role-play.</p>
Computing	Music	RE	Jigsaw	Heart Smart	PE	WOW Experiences
	Charanga – Our World		Puzzle 4 – Healthy Me	Don't rub it in, rub it out	West Lancashire PE specialist	Pancake making Living Eggs! Science Week – WOW Science!

EYFS Curriculum

Summer 1

Theme: Traditional Tales

Focus Books: Goldilocks, Jack and the Beanstalk, The Three Billy Goats

Special Events:



<u>PSED</u>	<u>PD</u>	<u>C&L</u>	<u>L</u>	<u>M</u>	<u>UTW</u>	<u>EAD</u>
<p>Engage in open-ended activities with opportunities to take risks and make mistakes from which they can learn. Engage in problem solving activities through purposeful play. Talk about themselves, including what they are good and what they find more challenging. Work with others on goals which can be achieved collaboratively. Recognise that others may experience feelings and emotions which differ to their own, and be sensitive to this. Take pride in achievements and relationships. Recognise and understand what is 'right' and 'wrong' and the reasons for this. Resolve simple problems in their own ways. Discuss ways to resolve conflicts between friends.</p>	<p>Develop fundamental movement skills. Develop gross motor skills. Develop hand-eye co-ordination & dexterity. Develops strength in shoulders, wrists, hands and fingers. Strengthens finger muscles. Develop tripod grip. Demonstrates increasing control over an object when throwing and catching. Jumps off equipment and land appropriately. Uses scissors safely and competently. Learns the correct way to form letters (pen pals.) Begins to ensure that letters are of an appropriate size and sit on the line. Shows some understanding of ascenders and descenders. Begins to help with buttons and shoelaces. Uses cutlery appropriately at lunchtime. Experience food from different food groups & talk about foods which contain lots of sugar/unhealthy fats. Talk about road safety & rules for keeping themselves safe when near roads & cars.</p>	<p>Appropriately responds to instructions involving more than one piece of information. Listens, attends and responds appropriately to whole class discussions. Answers questions and gives explanations about own experiences and stories. Engages in conversations with unfamiliar adults and visitors. Builds up and further develops vocabulary and conversational skills. Uses language for an increasing range of purposes; to ask a variety of questions, to elaborate on their own ideas and to relive past experiences. Confident to take the lead in conversations and use language to negotiate different situations. Begins to use vocabulary which is increasingly influenced by experience of books.</p>	<p>Continue to develop comprehension & question skills. Continue to apply phonic knowledge to read books which are phonetically decodable. Begin to recognise most phase 3 tricky words.</p>	<p>White Rose Maths Scheme <u>Number & Place Value</u> Counting to 20 Numbers to 20 <u>Addition & Subtraction</u> Adding by counting on Taking away by counting back <u>Multiplication & Division</u> Doubling Halving Odds & evens <u>Geometry</u> Making simple patterns Exploring more complex patterns <u>Measurement</u> Length, height & distance Weight Capacity SSM Find pairs of shapes that are the same despite being different sizes or in different orientations. Understand the term 'vertex'. Uses terms longer & shorter to compare durations. Uses terms faster & slower to compare speed.</p>	<p>Finds out about own and others peoples life history. Notices difference between past & present. Understands concept of old & new. Compare items which belong to present & past. Describe different types of plants & their features. Experience growing a plant.</p>	<p>Observe and explore 3D form. Make comparisons between different materials. Discuss work with peers & make predictions. Talk what they like and what they could improve. Begin to appreciate the work of others. Explore fantasy within role-play.</p>
<u>Computing</u>	<u>Music</u>	<u>RE</u>	<u>Jigsaw</u>	<u>Heart Smart</u>	<u>PE</u>	<u>WOW Experiences</u>
	Charanga – Big Bear Funk		Puzzle 5 – Relationships	Fake is a mistake	West Lancashire PE specialist	

EYFS Curriculum

Summer 2

Theme: Down on the Farm

Focus Books: What the Ladybird Heard, The Three Little Pigs.

Special Events:



<u>PSED</u>	<u>PD</u>	<u>C&L</u>	<u>L</u>	<u>M</u>	<u>UTW</u>	<u>EAD</u>
<p>Engage in open-ended activities with opportunities to take risks and make mistakes from which they can learn. Engage in problem solving activities through purposeful play. Talk about themselves, including what they are good and what they find more challenging. Work with others on goals which can be achieved collaboratively. Recognise that others may experience feelings and emotions which differ to their own, and be sensitive to this. Take pride in achievements and relationships. Recognise and understand what is 'right' and 'wrong' and the reasons for this. Resolve simple problems in their own ways, demonstrating an understanding of 'fairness'. Discuss ways to resolve conflicts between friends.</p>	<p>Develop fundamental movement skills. Develop gross motor skills. Develop hand-eye co-ordination & dexterity. Develops strength in shoulders, wrists, hands and fingers. Strengthens finger muscles. Develop tripod grip. Demonstrates increasing control over an object when throwing and catching. Jumps off equipment and land appropriately. Uses scissors safely and competently. Learns the correct way to form letters (pen pals.) Begins to ensure that letters are of an appropriate size and sit on the line. Shows some understanding of ascenders and descenders. Begins to help with buttons and shoelaces. Take part in teeth care activities & talk about importance of brushing. Uses cutlery appropriately at lunchtime. Experience food from different food groups & talk about foods which contain lots of sugar/unhealthy fats.</p>	<p>Appropriately responds to instructions involving more than one piece of information. Listens, attends and responds appropriately to whole class discussions. Answers questions and gives explanations about own experiences and stories. Engages in conversations with unfamiliar adults and visitors. Builds up and further develops vocabulary and conversational skills. Uses language for an increasing range of purposes; to ask a variety of questions, to elaborate on their own ideas and to relive past experiences. Confident to take the lead in conversations and use language to negotiate different situations. Begins to use vocabulary which is increasingly influenced by experience of books.</p>	<p>Continue to develop comprehension & question skills. Continue to apply phonic knowledge to read books which are phonetically decodable. Begin to recognise some phase 4 tricky words.</p>	<p>White Rose Maths Scheme <u>Number & Place Value</u> Counting to 20 Numbers to 20 <u>Addition & Subtraction</u> Adding by counting on Taking away by counting back <u>Multiplication & Division</u> Doubling Halving Odds & evens <u>Geometry</u> Making simple patterns Exploring more complex patterns <u>Measurement</u> Length, height & distance Weight Capacity SSM When given one criterion, identify matching shapes. Understand & use ordinal numbers. Identify and describe the part of a pattern being repeated. Use the words 'before', 'after' and 'between' when ordering 3 events.</p>	<p>Follow instructions to carry out simple scientific experiments. Understands and uses some scientific vocabulary (predict, test, observe, compare.) Uses a variety of ways to record ideas & observations. Recognise signs & symbols in different places. Talk about travelling and journeys. Discuss preparing for a journey. Make graphical representations.</p>	<p>Respond to works of art and resources from different cultures. Make models and use for a purpose within play. Use real objects/photographs to plan & design a model. Explore fantasy within role-play.</p>
Computing	Music	RE	Jigsaw	Heart Smart	PE	WOW Experiences
	Charanga – Reflect, Rewind & Replay		Puzzle 6 – Changing Me	No way through isn't true	West Lancashire PE specialist	Farmer Ted's Trip Sports Day

EYFS Curriculum