



Moorthorpe Primary School

EYFS Curriculum Plan 2022-2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to...)	All About Me Autumn	Light and Dark Autumn	Amazing Animals Winter	Ticket to Ride and People Who Help Us Winter Spring	Growing and Changing Spring	Fun at the Seaside Spring Summer
Vocabulary linked to theme	Likes Dislikes Interests Friend Kind/unkind School rules Unique Special Building	Day Night Light Dark Test Look See Big Small	Animals Woodland Habitat Nocturnal Count Change Question Animal noises	Travel Journey Occupation Job Medication Transport Emergency Help Truck Track	Life cycle Growing Roots Stem Shoot Measure Care Environment Changes Dig	Seaside Beach Life guard Sun cream Hat Rubber ring Splash Swimming Sand
Characteristics	Resilience, curiosity, kindness, creativity, independence, problem solving, risk taking, good communicators, good listeners, strong relationships, respectful, ready and safe.					
Possible Ideas/ lines of enquiry These mini-ideas within the themes may change or be replaced depending on child interest or fascination	Starting school, my new teacher, my new friends, all about me, my family, my house, where do live? Role play area for a local shop e.g Maggies Chippy How have I changed? What makes a good friend?	Halloween, Bonfire Night, Diwali, Remembrance Day, Christmas, Food from around the world, celebrations from different religions	Winter, different types of weather, animals in winter, talking about the North and South pole Chinese New Year	Winter, different types of weather, animals in winter, hibernation, growing, changing Easter	Spring, plants, gardening, growing, lifecycles, changing, flowers, spring animals, seeds, different types of weather	Summer, plants, gardening, holidays, seaside, pirates, mermaids, moving on, transition to year 1, sports day practice, water fun day, seaside trip/day
Experiences	Seasons throughout the year	Winter/autumn walk in school or local area	Parent visitors with pets lan's mobile farm	Whistle Stop valley Journey on public transport	Bean growing competition, planting cress, growing plants	Water splash/beach day, sports day, Father's Day event,



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	Exploring the local area. Visits to library etc. Autumn walks around school and the local area	Observing ice and snow in the environment. Investigating shadows Christmas nativity, food tasting from different cultures.	How animals grow and child (young to adult) Observing ice and snow Visit to St. Josephs Church	Visitors from fire station, police etc Mother's Day event with parents, Easter egg hunt, spring walk- signs of spring.	and potatoes in the outdoor area, life cycle of a chick (living eggs)	transition events for both Nursery and Reception-meet the new teacher day, exploring the seaside through our senses, comparisons of seaside throughout the years.
Key Dates/ Events	1 st day of autumn- 21 st Sep Harvest festival Halloween- 31 st Oct Black History Month- October	Diwali- 24 th Oct Bonfire Night- 5 th Nov Remembrance Day- 11 th Nov 1 st day of winter- 21 st Dec Christmas 24 th - 26 th Dec	National Storytelling Week- 30 th Jan- 6 th Feb Chinese New Year- 22 nd Jan Wakefield Council recycling competition	Pancake Day- 21 st Feb World Book Day- 2 nd Mar St Patrick's Day 17 th Mar Holi festival of colour-8 th Mar Comic Relief- 17 th Mar 1 st day of spring-20 th Mar Mother's Day-19 th Mar Eid-April	Kings coronation 6 th May School nurse to visit and talk about healthy eating habits and sleep	World Environment Day 5 th June Father's Day- 18 th June
Key stories and books	The Colour Monster Goes to School Books about friendships and family Books about celebrations in different cultures Nursery rhymes Books about the season of Autumn Super Duper You Day Monkey, Night Monkey The Town Mouse and the Country Mouse All are welcome What Happened to you Same, Same, But, Different We're better together		Dear Zoo The Train Ride Car, Car, Truck, Jeep Winter stories Spring stories Room on the Broom Books about Easter- the Easter story The Gruffalos Child The Rainbow Fish Handas Surprise My World, You World The Journey Home from Grandpas The Naughty Bus The Hundred Decker Bus The Lost Property Office		The Enormous Turnip Jack and the Beanstalk Non- Fiction Stories about Life Cycles The Very Hungry Caterpillar Oliver's Vegetables The Giving Tree The Tiny Seed Billy's Bucket Look what we've found at the seaside Jaspers Beanstalk Pirates Love Underpants What the Ladybird Heard at the Seaside Dr Seuss Sleep Book	
PSED SEAL	<u>New beginnings</u> <u>Belonging</u>	Getting on and falling out	Say no to bullying (focusing on belonging/	Relationships <u>Understanding my feelings</u>	Good to be me <u>Knowing myself</u>	Changes Knowing myself



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	<p>Pupils understand that they belong to their class/group and know the people in their class/group. Pupils like belonging to their group/class/school.</p> <p>Pupils know that people in their group/ class like them; they like the ways they are all different.</p> <p><u>Self-awareness</u> Pupils can explain something special about themselves.</p> <p><u>Understanding my feelings</u> Pupils know if they are happy or sad; they are able to describe if they feel happy, excited, sad or scared.</p> <p>Pupils understand that it is OK to have any feeling but that it is not OK to behave in any way we like (if</p>	<p><u>Friendship</u> Pupils can play with other children and know how to be friendly. Pupils can say sorry when they have been unkind.</p> <p><u>Working together</u> Pupils can work in a group with other children: they can take turns when they play a game; they can wait for their turn to say something in the classroom; they can share a toy.</p> <p>Pupils know how to ask for help if they are stuck.</p> <p><u>Managing feelings - anger</u> Pupils can explain when they, or other people, are feeling angry; they can express their feelings when they are angry; they can make themselves feel better when they are angry.</p> <p><u>Resolving conflict</u> Pupils can make up when they have fallen</p>	<p>celebrating similarities and differences) Pupils know they belong in their classroom. Pupils like the ways they are all different and can tell you something special about themselves.</p> <p>Pupils can explain some ways in which children can be unkind and bully others.</p> <p>Pupils can explain how it feels when someone bullies you.</p> <p>Pupils can be kind to children who have been bullied.</p> <p>Pupils know who to talk to in school if they were feeling unhappy or being bullied.</p> <p>Pupils know what to do if they are bullied.</p>	<p>Pupils can tell when they are feeling sad or angry; they can show someone when they are feeling sad, angry or happy.</p> <p>Pupils can explain how it feels when things are unfair.</p> <p>Pupils can describe how they feel if they are missing someone or have lost someone or something they care about.</p> <p><u>Managing my feelings</u> Pupils are beginning to understand that if someone leaves them, they can still love them.</p> <p>Pupils can remember someone they care about even if they are not there.</p> <p>Pupils can describe how they can feel better when they are feeling sad or missing someone.</p> <p><u>Understanding the feeling of others</u> Pupils recognise if someone is happy, sad or angry.</p>	<p>Pupils can describe the things they like doing and the things they don't like doing.</p> <p>Pupils can describe how they feel when they are feeling proud.</p> <p><u>Understanding my feelings</u> Pupils can tell when they are feeling excited; they can explain or show how they feel when they are excited.</p> <p>Pupils can say and show when they are feeling good and happy.</p> <p>Pupils can explain or show what feeling proud looks like.</p> <p><u>Managing my feelings</u> Pupils can stay still and quiet for a short time; they can relax with help.</p> <p><u>Standing up for myself</u> Pupils can describe what they need.</p> <p>Pupils can stand up for their own needs and rights without hurting others.</p>	<p>Pupils can describe what they can do now that they couldn't do when they started school/nursery; they can explain how they have changed.</p> <p>Understanding my feelings Pupils can remember feelings they have had, and why they felt like that.</p> <p>Pupils can sometimes explain how change makes them feel.</p> <p>When they feel bad, pupils know that it helps to do something different.</p> <p>Understanding the feelings of others Pupils understand that sometimes when people are not very nice to them, it is because they don't feel very good inside.</p> <p>Pupils know how to help someone when they are feeling sad.</p> <p>Planning to reach a goal</p>
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	<p>it hurts other people).</p> <p><u>Managing my feelings</u> Pupils know some ways to calm themselves down when they feel scared or upset.</p> <p><u>Understanding the feelings of others</u> Pupils understand that everybody in the world has feelings.</p> <p><u>Social Skills</u> Pupils can share in a group; they can take turns in a group; they are able to join in with other children playing a game. Pupils know how to be kind to people who are new or visiting the classroom.</p> <p><u>Understanding rights and responsibilities</u> Pupils know what to do in their classroom/setting.</p>	<p>out with a friend; they can think of ways to sort things out when they don't agree.</p>		<p><u>Making choices</u> Pupils can describe what is fair and unfair; they can describe when they think things are fair or unfair. Pupils know some ways they can make things fair.</p>		<p>Pupils can explain a plan they have made with their class to change something in the school. Pupils can plan to overcome obstacles that might get in the way.</p> <p>Making choices Pupils can describe what they did with their class/group to make the outdoor area/classroom/setting better.</p>
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<p>RE</p>	<p>Which people are special and why? Significant people within the school and wider community.</p> <p>Week 1- To talk about who is special to you and why? Week 2- Why are some people special? Week 3-What story do Sikhs tell about a special person? Week 4- What is a good friend like and how can you show that you are a good friend? Week 5 – What can a Christian learn from actions in a story? Week 7- What stories shows Jesus being a good friend and caring for others?</p>	<p>What stories are special and why?</p> <p>Week 1- What’s your favourite story and why? Week 2- Do you know any Bible stories? Week 3- What stories are special to Christians? Week 4- What stories do you know that are special to Christians? Comparison of story from last week. Week 5- What stories do you know that are special to Muslims? What is the holy book for Muslims? Week 6- What are the similarities and differences between people’s stories from different religions?</p>	<p>Which places are special and why?</p> <p>Week 1- Where is special to me and why? Week 2- Where is a special place for Christians to go? Week 3- What makes a Church special? Week 4- Where is a special place for Muslims to go? -mosque Week 5- What makes a Mosque special? Week 6- What is important in a Church and Mosque? Similarities and differences. Week 7- What is needed to make a truly special place of your own?</p>	<p>Which times are special and why?</p> <p>Week 1- What special times have you had? Week 2-What happens at Sukkot? Week 3- What story do Hindu people remember at Diwali?? Week 4- Look deeper into Christmas celebration. Week 5- What can we say about Diwali, Sukkot and Christmas? Week 6- Easter story</p>	<p>What is special about our world?</p> <p>Week 1- What do you like in nature? Week 2- Why do some people say the world is special Week 3- What stories of creation do Christians tell? Week 4-How can we tell the Christian story of Creation? Week 5- What stories of creation do Muslims tell? Week 5- How does Muhammed show Muslims how to behave in the kitten story? Week 6- What do people say about how we should look after our animals? Is our world very good?</p>	<p>Where do we belong?</p> <p>Week 1- What makes us feel special? Week 2- How do Christians know that children are special to God? Week 3- What groups do we belong to? Week 4-How do we show people they are welcome? Week 5- How is a baby welcomed into the Muslim religion? Week 6-How do Hindu brothers and sisters show their love to one another at festivals?</p>
<p>Physical Education</p>	<p>Introduction to P.E</p> <p>Key Skills: Physical: moving safely, running,</p>	<p>Dance</p> <p>Key skills: Physical: travelling, copying and performing</p>	<p>Games</p> <p>Key skills: Physical: rolling a ball, tracking a ball, throwing</p>	<p>Fundamentals</p> <p>Key Skills Physical: hopping, galloping, skipping, sliding,</p>	<p>Gymnastics</p> <p>Key skills: Physical: shapes, balances, jumps, rock</p>	<p>Ball skills</p> <p>Key skills: Physical: rolling a ball, tracking a ball,</p>



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	<p>jumping, throwing, catching, rolling</p> <p>Social: sharing and taking turns, encouraging and supporting others, responsibility</p> <p>Emotional: honesty and fair play, confidence, perseverance</p> <p>Thinking: decision making, understanding and using rules</p>	<p>actions, balance, co-ordination</p> <p>Social: respect, co-operating with others</p> <p>Emotional: working independently, confidence</p> <p>Thinking: counting, observing and providing feedback, selecting and applying actions</p>	<p>at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</p> <p>Social: co-operation, sharing and taking turns</p> <p>Emotional: determination</p> <p>Thinking: using tactics, decision making</p>	<p>jumping, changing direction, balancing, running</p> <p>Social: working safely, responsibility, working with others</p> <p>Emotional: managing emotions, challenging myself</p> <p>Thinking: selecting and applying actions</p>	<p>and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Social: leadership, taking turns, helping others</p> <p>Emotional: determination</p> <p>Thinking: selecting and applying skills, creating sequences</p>	<p>throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</p> <p>Social: co-operation, sharing and taking turns</p> <p>Emotional: determination</p> <p>Thinking: using tactics, decision making</p>
Music express	<p>Special people Beat and tempo Personal, social and emotional development Hello • Sing echo songs and perform movements to a steady beat. My turn, your turn • Create and perform actions and play instruments</p>	<p>Working world Texture Understanding the world Litter • Explore and combine a variety of environmental sounds using litter. Working toys • Create and perform a variety of sound sequences based on movements, first singly then in</p>	<p>Moving patterns Structure Mathematical development Pebbles • Chant and sing 'call and response' patterns and join in with an African passing game using a strong beat. Join in</p>	<p>Going places High and low Communication, language and Literacy</p>	<p>Growth and change Loud and quiet Physical development</p>	<p>Our senses Timbre Creative development Seaside • Listen to sounds associated with the seaside, exploring them through play. All in a day • Match actions, vocal and instrumental sounds to</p>



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<p>to a steady beat. Hands, feet and faces</p> <ul style="list-style-type: none"> • Make and perform actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster. <p>Spider tricks</p> <ul style="list-style-type: none"> • Move, sing and play sounds at different speeds. <p>Magic dove</p> <ul style="list-style-type: none"> • Move, sing and perform actions at speeds which illustrate moods and feelings. <p>Happy New Year</p> <ul style="list-style-type: none"> • Select sounds and movements and use them expressively within a steady beat and at different and changing speeds. 	<p>combination. Farm time</p> <ul style="list-style-type: none"> • Explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score. <p>Robot</p> <ul style="list-style-type: none"> • Make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score. <p>Light</p> <ul style="list-style-type: none"> • Express feelings in music by responding to the moods suggested by the colours of the rainbow. Use a simple graphic score. <p>Our town</p> <ul style="list-style-type: none"> • Create and perform combinations of sounds used expressively to illustrate a town at night. 	<ul style="list-style-type: none"> • Perform cumulative circle game-songs and chants adding in sounds of different instruments. <p>Dumplings</p> <ul style="list-style-type: none"> • Sing a Caribbean 'call and response' song and play a circle game to a chant. <p>Stamp and clap</p> <ul style="list-style-type: none"> • Sing a song and reverse the actions, arrange and rearrange musical sounds. Use vocal effects in an echo chant. <p>Supermarket</p> <ul style="list-style-type: none"> • Sing cumulative songs using dried food shakers to accompany the singing. Use body percussion sounds to create a new song with a similar structure. <p>Bicycle counting</p> <ul style="list-style-type: none"> • Sing cumulative songs with actions and accompaniments on instruments and other sound sources. 	<p>Noah</p> <ul style="list-style-type: none"> • Perform a rap using high and low vocal and instrumental sounds to represent different animal voices. <p>The Three Bears</p> <ul style="list-style-type: none"> • Perform a rap with high, medium, and low vocal sounds. <p>Jack-in-the-box</p> <ul style="list-style-type: none"> • Sing songs with high and low notes reinforced with matching hand or body positions. <p>Sky-high, toe-low</p> <ul style="list-style-type: none"> • Sing high and low notes, and develop listening skills through matching movement to pitch. <p>Mousie Brown</p> <ul style="list-style-type: none"> • Sing stepping notes that move up and down accompanied by tuned percussion and hand actions. <p>Popcorn</p> <ul style="list-style-type: none"> • Sing a song with steps and leaps, accompanied by 	<p>Caterpillar</p> <ul style="list-style-type: none"> • Sing an action song with quiet voices and create hand and whole-body movements. Perform a chant that grows progressively louder. <p>Tap talk</p> <ul style="list-style-type: none"> • Listen to water sounds and respond with quiet and loud vocal effects. Sing songs and respond to sounds through movement. Compose music using voices, body percussion, instruments and sound sources. <p>Winter</p> <ul style="list-style-type: none"> • Listen to music and respond with hand and whole body movements. Sing a song and join in with a chant that gradually gets louder. Explore loud and quiet instrumental sounds. <p>Storm</p>	<p>experiences at certain times of day.</p> <p>Sound wall</p> <ul style="list-style-type: none"> • Recognise and explore how sounds can be made and changed. <p>Papery sounds</p> <ul style="list-style-type: none"> • Recognise and control a variety of ways of making sounds with paper. Use the sounds expressively and descriptively. <p>Cake makers</p> <ul style="list-style-type: none"> • Recognise and control ways in which using different actions can make sounds change. <p>Teddy bears' picnic</p> <ul style="list-style-type: none"> • Match body actions to playing instruments. Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard.
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				pitched instruments.	<ul style="list-style-type: none"> • Listen to a poem and explore hand percussion sounds, which grow louder and quieter. Compose a storm piece for a dance performance. <p>Boo!</p> <ul style="list-style-type: none"> • Explore quiet and loud instrumental and vocal sounds to create a mood. Sing a song with different sounds effects. <p>The special drum</p> <ul style="list-style-type: none"> • Listen to a story about a drum which plays quiet and loud sounds. Respond in movement to loud and quiet drumming, and perform a song that grows louder and then fades away. 	
Nursery Maths Master the curriculum	<p>Week 1 and 2: Colours Red, blue, yellow, green, purple, mix of colours.</p> <p>Week 3 and 4: Match Buttons and colours, matching</p>	<p>Week 1 and 2: Number 1 Subitising, counting, numeral</p> <p>Number 2 Subitising dice Pattern, Subitising random</p>	<p>Week 1 and 2: Number 3 Subitising, 3 Little pigs, 1:1 counting, numerals/Triangles</p> <p>Week 3 and 4: Number 4 1:1 counting</p>	<p>Week 1 and 2: Consolidate 1- 5 Number 6 Introduce 10 frame</p> <p>Week 3 and 4: Height & length, tall and short, long and</p>	<p>Week 1 and 2: Sequencing and positional language</p> <p>Week 3 and 4: More than/fewer than Shape – 2D Revisit pattern from Autumn</p>	<p>Week 1 and 2: Number composition 1 – 5 Revision What comes after?</p> <p>Week 3 and 4: What comes before? Numbers to 4</p>



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	<p>towers, matching shoes, match number shapes, match shapes, pattern handprints – big and Small</p> <p>Week 5 and 6: Sort Colour, size, shape What do You notice? Guess the Rule?</p>	<p>Pattern, Subitising – different sizes</p> <p>Week 3 and 4: Number 2 Counting, numeral pattern, extend AB colour patterns, Extend AB outdoor patterns, AB movement patterns</p> <p>Week 5 and 6: Fix my pattern Extend ABC colour patterns, extend ABC outdoor patterns</p> <p>Consolidation Activities -Winter activity week</p>	<p>Numerals Squares/rectangles, Composition of 4</p> <p>Week 5 and 6: Number 5 1:1 counting, numerals, pentagon, composition of 5</p>	<p>Short, tall/long and short, mass Relate to Books 3 little pigs and Goldilocks</p> <p>Week 5 and 6 Capacity Consolidation</p>	<p>Week 5 and 6: Shape – 3D Revisit pattern from Autumn Consolidation: More than/fewer, one more and one less</p>	<p>Week 5 and 6: Consolidation / activity weeks</p>
<p>Reception Maths Mastering Number</p>	<p><i>Mastery Number-</i> Week 1- Subitising Week 2- Counting, cardinality and ordinality Week 3- Composition Week 4- Subitising Week 5- Comparison Week 6- Review Week 7- Pattern making and shape recognition</p>	<p><i>Mastery Number- Week</i> 1- Counting, cardinality and ordinality Week 2- Comparison Week 3- Composition Week 4- Composition Week 5- Counting, cardinality and ordinality Week 6- Comparing length, weight and capacity</p>	<p><i>Mastery Number-</i> Week 1- Subitizing Week 2- Counting, cardinality and ordinality Week 3- Composition Week 4- Composition Week 5- Comparison Week 6- Pattern making and shape recognition</p>	<p><i>Mastery Number- Week</i> Week 1- Counting, cardinality and ordinality Week 2- Comparison Week 3- Composition Week 4- Composition Week 5- Composition Week 6- Comparing length, weight and capacity</p>	<p><i>Master Number-</i> Week 1- Counting, cardinality and ordinality Week 2- Subitising Week 3- Composition Week 4- Composition Week 5- Comparison Week 6- Review</p>	<p><i>Mastering Number-</i> Week 1- Review Week 2- Review Week 3- Review Week 4- Consolidation Week 5- Consolidation Week 6- Consolidation</p>



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		Week 7- Comparing length, weight and capacity				
Nursery Reading / Phonics	Sharing stories Nursery rhymes Listening and attention games	Sharing stories Nursery rhymes Listening and attention games	Sharing stories Nursery rhymes Listening and attention games	RWI- looking at picture cards and initial sounds Oral blending and Fred talk games	RWI- looking at picture cards and initial sounds Oral blending and Fred talk games Writing initial sounds	RWI- looking at picture cards and initial sounds Oral blending and Fred talk games orally Writing initial sounds
Reception Reading/ Phonics	Children to take home a picture book from the EYFS borrowing library located in Nursery. Children will take home letter sounds to practice as and when they have learnt them in school (this will change to a blending book and then a story book for them to read independently when they have shown skills in segmenting and blending). - blending books and story books will match their phonic ability.					
	RWI Set 1 m a s d t i n p g o c k u b f e l h r j v y w z x	RWI groups Set 1 m a s d t i n p g o c k u b f e l h r j v y w z x Oral Blending Independent Word Blending 1.1-1.5	RWI Differentiated groups Set 1 Oral Blending Independent Word Blending 1.1-1.7 Ditty group	RWI Differentiated groups Set 1 Oral Blending Independent Word Blending 1.1-1.7 Ditty group Red group	RWI Differentiated groups Set 1 and Set 2 Oral Word Blending Independent Word Blending 1.1-1.7 Ditty group Red group Green group	RWI Differentiated groups Set 1 and Set 2 Oral Blending Independent Word Blending 1.1-1.7 Ditty group Red group Green group Purple group
Nursery Writing	Enjoy drawing freely using a variety of materials Give meanings to their marks	Enjoy drawing freely using a variety of materials Give meanings to their marks	Enjoy drawing freely using a variety of materials Give meanings to their marks	Write some or all of their name Write some letters accurately	Write some or all of their name Write some letters accurately	Write some or all of their name Write some letters accurately
Reception Writing	Letter formation Assisted name writing Initial sounds	Letter formation Initial sounds Assisted spelling of CVC words Independent name writing	Letter formation Assisted/ independent spelling of CVC words Independent name writing Assisted short sentences	Letter formation Assisted/ independent spelling of CVC words- some now independent Independent name writing	Letter formation Assisted/ independent spelling of CVC words- some now independent Independent name writing	Letter formation Assisted/ independent spelling of CVC words- some now independent



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				Assisted short sentences- some now independent	Assisted short sentences-some now independent	Independent name writing Assisted short sentences-some now independent Writing independent ideas and sentences
<p>UTW Experiences</p> <p>Not limited to just these.</p> <p>Will be regularly reviewed depending on the cohort and will be flexible to cater for child interest and events.</p>	<p>Autumn changes- nature walks around the school grounds and the local area.</p> <p>Studying our families and ourselves. Exploring how we grow and change using baby pictures.</p> <p>Similarities and differences between Moorthorpe now and in the past-how has the village changed?</p>	<p>Fire/ Sparkler safety using Fireman Sam videos.</p> <p>Explore Guy Fawkes</p> <p>Investigating shadows</p> <p>Winter changes: colder weather, ice and frost.</p> <p>Diwali celebration</p> <p>Harvest celebration</p> <p>Christmas celebration</p> <p>Share story books addressing diversity between different celebrations.</p>	<p>Ice experiment-trapped animals-what can we do to help them escape?</p> <p>Chinese New Year- Food tasting, dragon dancing, listening to music, looking at special clothes and traditions.</p> <p>Looking at the change in temperature-ice, cold, frost and snow.</p> <p>How technology has changed-torches, candles etc. (electricity)</p>	<p>Planting: growing vegetables and fruit- sunflower for Mother's Day present</p> <p>Where do we live? Map of the United Kingdom and Moorthorpe-which places are nearby/far away, how do they compare?</p> <p>Ian's mobile farm visit- finding out about different farm animals.</p> <p>Talking about people around them and their roles in society.</p> <p>Talk about how transport has changed.</p> <p>Explore Florence Nightingale</p>	<p>Planting: growing seeds, vegetables, fruit, cress, beans.</p> <p>Easter/ spring changes- observing the life cycle of chicks and butterfly's</p> <p>Drawing plants and animals</p> <p>Fiction/ non- fiction books- find out new facts about chicks and butterflies.</p>	<p>Compare seaside to Moorthorpe</p> <p>Compare how the seaside has changed throughout the years using images-discuss clothing, buildings etc.</p> <p>Exploring sinking and floating</p> <p>Best material for creating waterproof swimming outfits</p> <p>Edible ice-cream in a bag experiment</p>



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EYFS Curriculum Plan 2022-2023

Expressive Arts and Design Experiences	<p>Skills Focus: Drawing Artist: Picasso</p> <p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <ul style="list-style-type: none"> - Use drawings to tell a story from retelling or from imagination. - Investigate different lines - thick, thin, wavy, straight. - Ensure sensitivity and visual awareness. - Make simple representations of objects familiar to them e.g. my house, my cat, my family. 	<p>Skills Focus: Printing Artist: Van Gogh</p> <ul style="list-style-type: none"> - Make rubbings showing a range of textures and patterns. - Print with block colours. - Print with a variety of objects. - Imprint onto a range of textures – newspaper, coloured paper, clay etc. 	<p>Skills Focus: Painting Artist: Kandinsky</p> <ul style="list-style-type: none"> - Experiment with using primary colours. - Explore how colours can be changed. - Explore what happens when colours are mixed together. - Use painting tools and techniques to explore colour. - Explore using paint on different surfaces and in different ways e.g. coloured, sized and shaped paper 	<p>Skills Focus: Sculpture</p> <ul style="list-style-type: none"> - Enjoy using a variety of malleable media such as clay, papier mache, salt dough. - Impress and apply simple decoration. - Cut shapes using scissors and other modelling tools. - Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. - Look and talk about what they have produced, describing simple techniques and media used. 	<p>Skills Focus: Mix media Artist: Eric Carle</p> <ul style="list-style-type: none"> - Handle, manipulate and enjoy using various materials - Create simple collages using paper, pasta, beans and larger tactile things - Select, sort, tear and glue items down to create an image - Use simple techniques appropriately - Experiment to create different textures using appropriate equipment 	<p>Skills Focus: Recap</p> <p>What skills have we learnt? Can we be creative and make something with our own ideas?</p>
Parental Links	<p>Stay and play sessions in Nursery run throughout the year</p>	<p>Parents invited in for Phonics session Parents invited in to watch the nativity play</p>	<p>Parents invited in to share stories Parents invited in for Inspire session</p>	<p>Mother's Day event Parents invited in to discuss their professions such as dentist and chef.</p>	<p>Families invited in for the Coronation event</p>	<p>Father's Day event Sports day event Library visits</p>