



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (but not limited to...)</b>	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
<b>Vocabulary linked to theme</b>	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
<b>Characteristics</b>	Resilience, curiosity, kindness, creativity, independence, problem solving, risk taking, good communicators, good listeners, strong relationships, respectful, ready and safe.					
<b>Possible Ideas/ lines of enquiry</b>  <b>These mini-ideas within the themes may change or be replaced depending on child interest or fascination</b>	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
<b>Experiences</b>	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,



# Moorthorpe Primary School



## EYFS Curriculum Plan 2023-2024

	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.
<b>Key Dates/ Events</b>	1 <sup>st</sup> day of autumn- 21 <sup>st</sup> Sep Harvest festival Halloween- 31 <sup>st</sup> Oct Black History Month- October	Diwali- 24 <sup>th</sup> Oct Bonfire Night- 5 <sup>th</sup> Nov Remembrance Day- 11 <sup>th</sup> Nov Nursery rhyme week 1 <sup>st</sup> day of winter- 21 <sup>st</sup> Dec Christmas 24 <sup>th</sup> - 26 <sup>th</sup> Dec	National Storytelling Week- 30 <sup>th</sup> Jan- 6 <sup>th</sup> Feb Chinese New Year- 22 <sup>nd</sup> Jan Wakefield Council recycling competition	Pancake Day- 21 <sup>st</sup> Feb World Book Day- 2 <sup>nd</sup> Mar St Patrick's Day 17 <sup>th</sup> Mar Holi festival of colour-8 <sup>th</sup> Mar Comic Relief- 17 <sup>th</sup> Mar 1 <sup>st</sup> day of spring-20 <sup>th</sup> Mar Mother's Day-19 <sup>th</sup> Mar Eid-April	Kings coronation 6 <sup>th</sup> May School nurse to visit and talk about healthy eating habits and sleep	World Environment Day 5 <sup>th</sup> June Father's Day- 18 <sup>th</sup> June
<b>Key stories and books</b>	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 Family and me Colours, Colours Everywhere All Kinds of Families Lulu's First Day	Day Monkey, Night Monkey Owl Babies The Town Mouse and the Country Mouse All are welcome What Happened to you Same, Same, But, Different We're better together Nursery rhymes	Dear Zoo Winter stories Spring stories Room on the Broom Books about Easter- the Easter story The Gruffalos Child Tiger who came to tea I love Chinese New Year Look what I've found at the farm	The Rainbow Fish Handas Surprise My World, You World The Journey Home from Grandpas The Naughty Bus The Hundred Decker Bus The Train Ride Car, Car, Truck, Jeep The Lost Property Office Dr Seuss Sleep Book The Runaway Train	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 Rosa Explores Life Cycles	Billy's Bucket Look what we've found at the seaside Jaspers Beanstalk Pirates Love Underpants What the Ladybird Heard at the Seaside



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



<p><b>PSED SEAL</b></p>	<p><u><b>New beginnings</b></u> <u>Belonging</u> Pupils understand that they <b>belong</b> to their class/group and <b>know</b> the people in their class/group. Pupils like <b>belonging</b> to their group/class/school. Pupils know that people in their group/ class <b>like</b> them; they like the ways they are all <b>different</b>. <u>Self-awareness</u> Pupils can explain something <b>special</b> about themselves. <u>Understanding my feelings</u> Pupils know if they are happy or sad; they are able to describe if they feel <b>happy, excited, sad</b> or <b>scared</b>. Pupils understand that it is OK to have any <b>feeling</b> but that it</p>	<p><u><b>Getting on and falling out</b></u> <u>Friendship</u> Pupils can play with other children and know how to be <b>friendly</b>. Pupils can say <b>sorry</b> when they have been <b>unkind</b>. <u>Working together</u> Pupils can work in a <b>group</b> with other children: they can <b>take turns</b> when they play a game; they can <b>wait</b> for their turn to say something in the classroom; they can <b>share</b> a toy. Pupils know how to <b>ask for help</b> if they are stuck. <u>Managing feelings - anger</u> Pupils can explain when they, or other people, are feeling <b>angry</b>; they can <b>express</b> their feelings when they are angry; they can make themselves <b>feel better</b> when they are angry. <u>Resolving conflict</u></p>	<p><u><b>Say no to bullying (focusing on belonging/ celebrating similarities and differences)</b></u> Pupils know they <b>belong</b> in their classroom. Pupils like the ways they are all <b>different</b> and can tell you something <b>special</b> about themselves. Pupils can explain some ways in which children can be <b>unkind</b> and <b>bully</b> others. Pupils can explain how it <b>feels</b> when someone bullies you. Pupils can be <b>kind</b> to children who have been bullied. Pupils know who to <b>talk</b> to in school if they were feeling <b>unhappy</b> or being bullied. Pupils know what to do if they are <b>bullied</b>.</p>	<p><u><b>Relationships</b></u> <u>Understanding my feelings</u> Pupils can tell when they are feeling <b>sad</b> or <b>angry</b>; they can show someone when they are feeling sad, angry or <b>happy</b>. Pupils can explain how it feels when things are <b>unfair</b>. Pupils can describe how they feel if they are <b>missing</b> someone or have <b>lost</b> someone or something they care about. <u>Managing my feelings</u> Pupils are beginning to understand that if someone leaves them, they can still <b>love</b> them. Pupils can <b>remember</b> someone they care about even if they are not there. Pupils can describe how they can feel <b>better</b> when they are feeling sad or missing someone. <u>Understanding the feeling of others</u></p>	<p><u><b>Good to be me</b></u> <u>Knowing myself</u> Pupils can describe the things they <b>like</b> doing and the things they <b>don't like</b> doing. Pupils can describe how they feel when they are feeling <b>proud</b>. <u>Understanding my feelings</u> Pupils can tell when they are feeling <b>excited</b>; they can explain or show how they feel when they are excited. Pupils can say and show when they are feeling <b>good</b> and <b>happy</b>. Pupils can explain or show what feeling <b>proud</b> looks like. <u>Managing my feelings</u> Pupils can stay <b>still</b> and <b>quiet</b> for a short time; they can <b>relax</b> with help. <u>Standing up for myself</u> Pupils can describe what they <b>need</b>. Pupils can stand up for their own <b>needs</b> and</p>	<p><u><b>Changes</b></u> Knowing myself 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. Understanding my feelings Pupils can remember feelings they have had, and why they felt like that. Pupils can sometimes explain how change makes them feel. When they feel bad, pupils know that it helps to do something different. 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. Pupils know how to help someone when they are feeling sad.</p>
-----------------------------	--	--	---	--	--	---



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



	<p>is not OK to behave in any way we like (if it hurts other people). <u>Managing my feelings</u> Pupils know some ways to <b>calm</b> themselves down when they feel <b>scared</b> or <b>upset</b>. <u>Understanding the feelings of others</u> Pupils understand that <b>everybody</b> in the world has <b>feelings</b>. <u>Social Skills</u> Pupils can <b>share</b> 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 <b>kind</b> to people who are new or visiting the classroom. <u>Understanding rights and responsibilities</u></p>	<p>Pupils can <b>make up</b> when they have fallen out with a friend; they can think of ways to sort things out when they don't <b>agree</b>.</p>		<p>Pupils recognise if someone is <b>happy, sad</b> or <b>angry</b>. <u>Making choices</u> Pupils can describe what is <b>fair</b> and <b>unfair</b>; they can describe when they think things are fair or unfair. Pupils know some ways they can make things fair.</p>	<p><b>rights</b> without hurting others.</p>	<p>Planning to reach a goal 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. Making choices Pupils can describe what they did with their class/group to make the outdoor area/classroom/setting better.</p>
--	--	---	--	---	--	--



# Moorthorpe Primary School



## EYFS Curriculum Plan 2023-2024

	Pupils know what to do in their classroom/setting.					
<b>RE</b>	<p>Which people are special and why? Significant people within the school and wider community.</p> <p><b>Week 1-</b> 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? <b>Week 4-</b> What is a good friend like and how can you show that you are a good friend? <b>Week 5 – What can a Christian learn from actions in a story?</b> <b>Week 7-</b> What stories shows Jesus being a good friend and caring for others?</p>	<p>What stories are special and why?</p> <p><b>Week 1-</b> What’s your favourite story and why? <b>Week 2-</b> Do you know any Bible stories? <b>Week 3-</b> What stories are special to Christians? <b>Week 4-</b> What stories do you know that are special to Christians? Comparison of story from last week. <b>Week 5-</b> What stories do you know that are special to Muslims? What is the holy book for Muslims? <b>Week 6-</b> What are the similarities and differences between people’s stories from different religions?</p>	<p>Which places are special and why?</p> <p><b>Week 1-</b> Where is special to me and why? <b>Week 2-</b> Where is a special place for Christians to go? <b>Week 3-</b> What makes a Church special? <b>Week 4-</b> Where is a special place for Muslims to go? -mosque <b>Week 5-</b> What makes a Mosque special? <b>Week 6-</b> What is important in a Church and Mosque? Similarities and differences. <b>Week 7-</b> What is needed to make a truly special place of your own?</p>	<p>Which times are special and why?</p> <p><b>Week 1-</b> What special times have you had? <b>Week 2-</b>What happens at Sukkot? <b>Week 3-</b> What story do Hindu people remember at Diwali?? <b>Week 4-</b> Look deeper into Christmas celebration. <b>Week 5-</b> What can we say about Diwali, Sukkot and Christmas? <b>Week 6-</b> Easter story</p>	<p>What is special about our world?</p> <p><b>Week 1-</b> What do you like in nature? <b>Week 2-</b> Why do some people say the world is special <b>Week 3-</b> What stories of creation do Christians tell? Week 4-How can we tell the Christian story of Creation? <b>Week 5-</b> What stories of creation do Muslims tell? <b>Week 5-</b> How does Muhammed show Muslims how to behave in the kitten story? <b>Week 6-</b> 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><b>Week 1-</b> What makes us feel special? <b>Week 2-</b> How do Christians know that children are special to God? <b>Week 3-</b> What groups do we belong to? <b>Week 4-</b>How do we show people they are welcome? <b>Week 5-</b> How is a baby welcomed into the Muslim religion? <b>Week 6-</b>How do Hindu brothers and sisters show their love to one another at festivals?</p>
<b>Physical Education</b>	<b>Introduction to P.E</b>	<b>Dance</b>	<b>Games</b>	<b>Fundamentals</b>	<b>Gymnastics</b>	<b>Ball skills</b>



# Moorthorpe Primary School



## EYFS Curriculum Plan 2023-2024

	<p><b>Key Skills:</b> Physical: moving safely, running, 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><b>Key skills:</b> Physical: travelling, copying and performing 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><b>Key skills:</b> Physical: rolling a ball, tracking a ball, 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>	<p><b>Key Skills</b> Physical: hopping, galloping, skipping, sliding, 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><b>Key skills:</b> Physical: shapes, balances, jumps, rock 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><b>Key skills:</b> Physical: rolling a ball, tracking a ball, 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>
<b>Music express</b>	<p>Special people Beat and tempo Personal, social and emotional development Hello</p> <ul style="list-style-type: none"> <li>• Sing echo songs and perform movements to a steady beat.</li> </ul>	<p><b>Working world</b> Texture Understanding the world</p> <p>Litter</p> <ul style="list-style-type: none"> <li>• Explore and combine a variety of environmental sounds using litter.</li> </ul> <p>Working toys</p>	<p><b>Moving patterns</b> Structure Mathematical development</p> <p>Pebbles</p> <ul style="list-style-type: none"> <li>• Chant and sing 'call and response' patterns and join</li> </ul>	<p><b>Going places</b> High and low Communication, language and Literacy</p>	<p><b>Growth and change</b> Loud and quiet Physical development</p>	<p><b>Our senses</b> Timbre Creative development</p> <p>Seaside</p> <ul style="list-style-type: none"> <li>• Listen to sounds associated with the seaside, exploring them through play.</li> </ul>



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



<p>My turn, your turn</p> <ul style="list-style-type: none"> <li>• Create and perform actions and play instruments to a steady beat.</li> </ul> <p>Hands, feet and faces</p> <ul style="list-style-type: none"> <li>• Make and perform actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster.</li> </ul> <p>Spider tricks</p> <ul style="list-style-type: none"> <li>• Move, sing and play sounds at different speeds.</li> </ul> <p>Magic dove</p> <ul style="list-style-type: none"> <li>• Move, sing and perform actions at speeds which illustrate moods and feelings.</li> </ul> <p>Happy New Year</p> <ul style="list-style-type: none"> <li>• Select sounds and movements and use them expressively within a steady beat and at different and changing speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform a variety of sound sequences based on movements, first singly then in combination.</li> </ul> <p>Farm time</p> <ul style="list-style-type: none"> <li>• Explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score.</li> </ul> <p>Robot</p> <ul style="list-style-type: none"> <li>• Make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score.</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>• Express feelings in music by responding to the moods suggested by the colours of the rainbow.</li> </ul> <p>Use a simple graphic score.</p> <p>Our town</p> <ul style="list-style-type: none"> <li>• Create and perform combinations of sounds used</li> </ul>	<p>in with an African passing game using a strong beat.</p> <p>Join in</p> <ul style="list-style-type: none"> <li>• Perform cumulative circle game-songs and chants adding in sounds of different instruments.</li> </ul> <p>Dumplings</p> <ul style="list-style-type: none"> <li>• Sing a Caribbean 'call and response' song and play a circle game to a chant.</li> </ul> <p>Stamp and clap</p> <ul style="list-style-type: none"> <li>• Sing a song and reverse the actions, arrange and rearrange musical sounds. Use vocal effects in an echo chant.</li> </ul> <p>Supermarket</p> <ul style="list-style-type: none"> <li>• Sing cumulative songs using dried food shakers to accompany the singing.</li> </ul> <p>Use body percussion sounds to create a new song with a similar structure.</p> <p>Bicycle counting</p> <ul style="list-style-type: none"> <li>• Sing cumulative songs with actions and</li> </ul>	<p>Noah</p> <ul style="list-style-type: none"> <li>• Perform a rap using high and low vocal and instrumental sounds to represent different animal voices.</li> </ul> <p>The Three Bears</p> <ul style="list-style-type: none"> <li>• Perform a rap with high, medium, and low vocal sounds.</li> </ul> <p>Jack-in-the-box</p> <ul style="list-style-type: none"> <li>• Sing songs with high and low notes reinforced with matching hand or body positions.</li> </ul> <p>Sky-high, toe-low</p> <ul style="list-style-type: none"> <li>• Sing high and low notes, and develop listening skills through matching movement to pitch.</li> </ul> <p>Mousie Brown</p> <ul style="list-style-type: none"> <li>• Sing stepping notes that move up and down accompanied by tuned percussion and hand actions.</li> </ul> <p>Popcorn</p> <ul style="list-style-type: none"> <li>• Sing a song with steps and leaps, accompanied by</li> </ul>	<p>Caterpillar</p> <ul style="list-style-type: none"> <li>• Sing an action song with quiet voices and create hand and whole-body movements. Perform a chant that grows progressively louder.</li> </ul> <p>Tap talk</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Winter</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Storm</p>	<p>All in a day</p> <ul style="list-style-type: none"> <li>• Match actions, vocal and instrumental sounds to experiences at certain times of day.</li> </ul> <p>Sound wall</p> <ul style="list-style-type: none"> <li>• Recognise and explore how sounds can be made and changed.</li> </ul> <p>Papery sounds</p> <ul style="list-style-type: none"> <li>• Recognise and control a variety of ways of making sounds with paper. Use the sounds expressively and descriptively.</li> </ul> <p>Cake makers</p> <ul style="list-style-type: none"> <li>• Recognise and control ways in which using different actions can make sounds change.</li> </ul> <p>Teddy bears' picnic</p> <ul style="list-style-type: none"> <li>• Match body actions to playing instruments.</li> </ul> <p>Create and perform expressive music to accompany narrative, responding to the graphics of a</p>
---	---	--	--	--	---



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



		expressively to illustrate a town at night.	accompaniments on instruments and other sound sources.	pitched instruments.	<ul style="list-style-type: none"><li>• Listen to a poem and explore hand percussion sounds, which grow louder and quieter. Compose a storm piece for a dance performance. Boo!</li><li>• Explore quiet and loud instrumental and vocal sounds to create a mood. Sing a song with different sounds effects. The special drum</li><li>• 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.</li></ul> <b>Composing:</b>  Begin to create and manipulate different effects on a sound source or instrument Add chosen sound effects at an appropriate	storyboard.
--	--	---	--	----------------------	--	-------------





**Moorthorpe Primary School**  
**EYFS Curriculum Plan 2023-2024**



<p><b>By the end of Reception, in Music, children should be able to:</b></p>	<p><b>Exploring:</b></p> <p>Different sounds made by the voice, hands, found objects and conventional instruments (timbre) High and low sounds (pitch) Long and short sounds (duration) Loud and quiet sounds (dynamics) Fast and slow sounds (tempo) Begin to be aware of the effect that different sounds have to convey mood or meaning</p>	<p><b>Listening:</b></p> <p>Listen to sounds and respond by talking about them or physically with movement and dance Recognise the sounds of the percussion instruments used in the classroom and identify and name them Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</p>	<p><b>Using their voices:</b></p> <p>Speak and chant short phrases together Find their singing voice and begin to develop an awareness of pitch over a small range of notes Make changes in their voices to express different moods /feelings Co-ordinate actions to go with a song Sing short phrases or responses on their own Sing a variety of songs both accompanied and unaccompanied.</p>	<p>Start and stop together Begin to develop a sense of beat, using Play instruments by shaking, scraping, rattling, tapping etc instruments or body sounds Respond to symbols or hand signs Play loudly, quietly, fast, slow Copy a simple rhythm pattern or number of beats played on an instrument. Play along to music showing a developing awareness of the beat Play with a sense of purpose and enjoyment.</p>	<p>moment in a story or song Sort and name different sounds Create a sequence of different sounds in response to a given stimuli</p>	<p><b>Appraising:</b></p> <p>Begin to identify and describe key features or extreme contrasts within a piece of music Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p>
--	--	---	--	--	--	--



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



<p><b>Nursery Maths</b> <b>Master the curriculum</b></p>	<p><b>Week 1 and 2:</b> <b>Colours</b> Red, blue, yellow, green, purple, mix of colours.</p> <p><b>Week 3 and 4: Match</b> Buttons and colours, matching towers, matching shoes, match number shapes, match shapes, pattern handprints – big and Small</p> <p><b>Week 5 and 6:</b> <b>Sort</b> Colour, size, shape What do You notice? Guess the Rule?</p>	<p><b>Week 1 and 2:</b> Number 1 Subitising, counting, numeral</p> <p>Number 2 Subitising dice Pattern, Subitising random Pattern, Subitising – different sizes</p> <p><b>Week 3 and 4:</b> Number 2 Counting, numeral pattern, extend AB colour patterns, Extend AB outdoor patterns, AB movement patterns</p> <p><b>Week 5 and 6:</b> Fix my pattern Extend ABC colour patterns, extend ABC outdoor patterns</p> <p>Consolidation Activities -Winter activity week</p>	<p><b>Week 1 and 2:</b> Number 3 Subitising, 3 Little pigs, 1:1 counting, numerals/Triangles</p> <p><b>Week 3 and 4:</b> Number 4 1:1 counting Numerals Squares/rectangles, Composition of 4</p> <p><b>Week 5 and 6:</b> Number 5 1:1 counting, numerals, pentagon, composition of 5</p>	<p><b>Week 1 and 2:</b> Consolidate 1- 5 Number 6 Introduce 10 frame</p> <p><b>Week 3 and 4:</b> Height &amp; length, tall and short, long and short, tall/long and short, mass Relate to Books 3 little pigs and Goldilocks</p> <p><b>Week 5 and 6</b> Capacity Consolidation</p>	<p><b>Week 1 and 2:</b> Sequencing and positional language</p> <p><b>Week 3 and 4:</b> More than/fewer than Shape – 2D Revisit pattern from Autumn</p> <p><b>Week 5 and 6:</b> Shape – 3D Revisit pattern from Autumn Consolidation: More than/fewer, one more and one less</p>	<p><b>Week 1 and 2:</b> Number composition 1 – 5 Revision What comes after?</p> <p><b>Week 3 and 4:</b> What comes before? Numbers to 4</p> <p><b>Week 5 and 6:</b> Consolidation / activity weeks</p>
--	--	--	--	--	---	--



# Moorthorpe Primary School



## EYFS Curriculum Plan 2023-2024

<b>Reception Maths Mastering Number</b>	<i>Mastery Number-</i> <b>Week 1-</b> Subitising <b>Week 2-</b> Counting, cardinality and ordinality <b>Week 3-</b> Composition <b>Week 4-</b> Subitising <b>Week 5-</b> Comparison <b>Week 6-</b> Review <b>Week 7-</b> Pattern making and shape recognition	<i>Mastery Number- Week</i> <b>1-</b> Counting, cardinality and ordinality <b>Week 2-</b> Comparison <b>Week 3-</b> Composition <b>Week 4-</b> Composition <b>Week 5-</b> Counting, cardinality and ordinality <b>Week 6-</b> Comparing length, weight and capacity <b>Week 7-</b> Comparing length, weight and capacity	<i>Mastery Number-</i> <b>Week 1-</b> Subitizing <b>Week 2-</b> Counting, cardinality and ordinality <b>Week 3-</b> Composition <b>Week 4-</b> Composition <b>Week 5-</b> Comparison <b>Week 6-</b> Pattern making and shape recognition	<i>Mastery Number- Week</i> <b>Week 1-</b> Counting, cardinality and ordinality <b>Week 2-</b> Comparison <b>Week 3-</b> Composition <b>Week 4-</b> Composition <b>Week 5-</b> Composition <b>Week 6-</b> Comparing length, weight and capacity	<i>Master Number-</i> <b>Week 1-</b> Counting, cardinality and ordinality <b>Week 2-</b> Subitising <b>Week 3-</b> Composition <b>Week 4-</b> Composition <b>Week 5-</b> Comparison <b>Week 6-</b> Review	<i>Mastering Number-</i> <b>Week 1-</b> Review <b>Week 2-</b> Review <b>Week 3-</b> Review <b>Week 4-</b> Consolidation <b>Week 5-</b> Consolidation <b>Week 6-</b> Consolidation
<b>Nursery Reading / Phonics</b>	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
<b>Reception Reading/ Phonics</b>	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



# Moorthorpe Primary School



## EYFS Curriculum Plan 2023-2024

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



# Moorthorpe Primary School



## EYFS Curriculum Plan 2023-2024

		Share story books addressing diversity between different celebrations.	How technology has changed-torches, candles etc. (electricity)	Talking about people around them and their roles in society.  Talk about how transport has changed.  Explore Florence Nightingale		Edible ice-cream in a bag experiment
<b>Expressive Arts and Design Experiences</b>	Skills Focus: Drawing Artist: Picasso Monet  Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. - 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	Skills Focus: Printing Artist: Van Gogh  - 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.	Skills Focus: Painting Artist: Kandinsky  - 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	Skills Focus: Sculpture  - 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.	Skills Focus: Mix media Artist: Eric Carle  - 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	Skills Focus: Recap  What skills have we learnt? Can we be creative and make something with our own ideas?



# Moorthorpe Primary School

## EYFS Curriculum Plan 2023-2024



	them e.g. my house, my cat, my family.					
<b>Parental Links</b>	Stay and play sessions in Nursery run throughout the year	Parents invited in for Phonics session Parents invited in to watch the nativity play	Parents invited in to share stories Parents invited in for Inspire session	Mother's Day event Parents invited in to discuss their professions such as dentist and chef.	Families invited in for the Coronation event	Father's Day event Sports day event Library visits