



**EARLY YEARS
FOUNDATION
STAGE
CURRICULUM
2020 - 2021**

EYFS follows the ‘in the moment planning’ approach. This document highlights whole class, direct teaching opportunities across the year. Further teaching opportunities will occur during children’s child-initiated play, to enable next steps to take place.

	NURSERY			RECEPTION		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Themes	Transition Autumn Invitation to play in an environment that supports and develops child led interests	Spring Winter Invitation to play in an environment that supports and develops child led interests	Transition Summer Invitation to play in an environment that supports and develops child led interests	Family Autumn Bonfire night Diwali Christmas	Winter - Hibernation Arctic Antarctica Chinese New Year	Spring and growing Life cycles Baby animals Seaside
Books	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests. Books that cover transitions	The Colour Monster Three Little Pigs Handa’s Surprise Dear Zoo Dear Santa Walking through the Jungle Peace at Last Duck in the Truck	Window Gruffalo’s child Bear Snores On Snow Bear Ridiculous The Bog Baby Where the Wild Things Are	Supertato The Teeny Weeny Tadpole The Hungry Caterpillar Jack and the Beanstalk Jasper’s Beanstalk The Rainbow Fish Commotion in the Ocean
Communication and Language	<ul style="list-style-type: none"> Oral storytelling, acting out our favourite stories. Listen to our peers during interesting conversations. Listening to stories, responding to simple instructions, sharing what we know about familiar topics. 	<ul style="list-style-type: none"> Sharing knowledge and learning new vocabulary. Continue with story dice and helicopter stories to create own simple stories with key elements. 	<ul style="list-style-type: none"> Develop skills through discussions based around holidays/books and interests. Beginning to respond to others ideas and comments. 	<ul style="list-style-type: none"> Show and tell Oral story-telling Confidence to speak in front of a group Listening and responding to ideas expressed by others, with an emphasis on talking in complete sentences and using the correct tense 	<ul style="list-style-type: none"> Show and Tell – developing our descriptions and explanations Oral story-telling Looking at ways to extend sentences using words such as but, because, and, so Listening to stories, and responding with questions and comments Using the language of books in everyday scenarios 	<ul style="list-style-type: none"> Show and tell - developing our questioning skills Oral story-telling Answering ‘how’ and ‘why’ questions, in response to their experiences, stories and events Inventing and telling stories Listening to stories without pictures or props Expressing views and feelings about characters and events in stories

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PSED	Activities and learning linked to the whole school values					
	<ul style="list-style-type: none"> Settling into Nursery, making new friends. Learning the Nursery rules and expectations. Transition from home to the setting, key person visits in home environment. Child to visit nursery. Learn to recognise own feelings through peg registration. 	<ul style="list-style-type: none"> Values - exploring our own feelings and that of others, sharing with friends. Learning to manage our own behaviour in different situations. Extend PSED linked to our values, including Gr8 AS U R. 	<ul style="list-style-type: none"> Develop social skills, such as working together and helping others. Learning to manage disputes with peers in a calm and controlled manner, sometimes seeking an adult to support. Taking part in transition activities that relate to getting ready for moving to Reception. 	<ul style="list-style-type: none"> Learning the routines of the classroom and the school Recognising the expectations for behaviour around the school and classroom building relationships with peers and adults Developing confidence in new situations Developing an awareness of their own feelings and ways to express them 	<ul style="list-style-type: none"> Continue to model and explain the expectations for behaviour around the school and classroom Developing the language needed to deal with conflicts or disagreements Developing confidence to try new activities Role playing various scenarios to explore different emotions and ways to manage feelings 	<ul style="list-style-type: none"> Independently choosing resources for own activity and organising it with minimal adult intervention Learning to show sensitivity to the needs and feelings of others and adjusting play accordingly Play group games that involves rules Talk about plans made to carry out an activity and how they might change in the future Preparing for the transition to Year 1
Physical Development	<ul style="list-style-type: none"> Learning selfcare skills, e.g. changing shoes, putting on coats. Begin to manage toileting needs independently. 	<ul style="list-style-type: none"> Use a variety of equipment to develop control. Cutting skills, beginning to hold/use scissors correctly. 	<ul style="list-style-type: none"> Sun safety and the reasons behind why we need a hat and sunscreen and the importance of drinking water. 	<ul style="list-style-type: none"> Traditional games Safety around equipment 	<ul style="list-style-type: none"> Traditional games 	<ul style="list-style-type: none"> Continue to develop an increasing control using varied equipment e.g. hoops, quoits, beanbags, climbing apparatus, bats and balls, skipping ropes Playing team games, considering different strategies Practising for sports day Hopping and skipping in time to music Learning to write on the line, controlling the size of letters Changing clothes for physical activity

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Literacy	<ul style="list-style-type: none"> Provide a wide range of stories and props to explore literacy. Join in with repeated phrases within stories. Begin to say the initial sounds of words during teachable moments. Give meanings to their marks within an environment that supports them. 	<ul style="list-style-type: none"> Wide range of props to help children retell a complete story. Describe main events, story settings and main characters in a known story. Begin to orally blend words whilst engaging with children during teachable moments. 	<ul style="list-style-type: none"> Begin to orally segment words whilst continuing to orally blend. Begin to match some letter shapes to letter sounds. Say and explore the initial sounds of familiar objects during everyday routines and through matching sounds to objects games. Introduce the idea of rhyme using rhyming stories and picture matching activities. Give meanings to marks as they draw and paint. 	<ul style="list-style-type: none"> Linking letter sounds to letters (a-z) Learning some diagraph (set 1 sounds) Practising correct letter formation Blending sounds to read CVC words Segmenting sounds to write CVC words Writing first names with correct letter formation Sharing books and talking about stories 	<ul style="list-style-type: none"> Introduce set 2 sounds (diagraphs) Correct letter formation Blending sounds to read CCVC and CVCC words Segmenting sounds to write CCVC and CVCC words Writing first and surnames with correct letter formation Continuing to share books and talk about stories Sequencing stories Drama activities linked to class texts Begin to write simple words and sentences focusing on spaces and full stops 	<ul style="list-style-type: none"> Link letter sounds to letter names Revising letter sounds and diagraphs Correct letter formation Writing sentences with greater independence Drama activities linked to class texts Retelling familiar stories and describing main events Writing our own stories, thinking about some of the features of narrative in our writing
Mathematics	<ul style="list-style-type: none"> Using some number names and language spontaneously. Reciting numbers in order from 1 to 10. Sorting objects during their play. Use size language to describe objects. Explore and talk about the shape of objects within our environment. 	<ul style="list-style-type: none"> Counting to 10, counting objects during play Begin to match quantities to numerals and learn that they can count actions as well as objects during games and song time. Begin to recognise when quantities are the same, or when exploring more or less in relation to quantities of items. Use shape for purpose during building and when creating pictures through shape. 	<ul style="list-style-type: none"> Begin to develop careful counting strategies. Gain confidence in recognising numbers. Estimation and number problems. Identify shapes using shape names. Use positional language when describing where objects are placed. 	<ul style="list-style-type: none"> Match and sort Compare amounts Compare size, mass and capacity Exploring pattern Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles Positional language Representing numbers to 5 1 more and 1 less Shapes with 4 sides Time 	To be updated once White Rose Maths scheme released	To be updated once White Rose Maths scheme released

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<p>Understand the World</p>	<ul style="list-style-type: none"> • Sharing our own special events such as birthdays and recall significant moments with family. • Finding out about various festivals. • Changes observed in our environment. • Plant and care for herbs and plants in the environment. • Explore interactive books and remote-control toys. 	<ul style="list-style-type: none"> • Explore seasons, comment on the changes in their environment. • Interact with age appropriate computer/ interactive whiteboard activities. • An environment that reflects various festivals. 	<ul style="list-style-type: none"> • Find out about different occupations, exploring people who help us. • ICT to operate simple programmes relating to their interests. • Using local/wider maps and globes to expand knowledge. 	<ul style="list-style-type: none"> • Talking about our own families • Considering ways to be healthy and stay safe in our school • Finding out about different festivals and celebrations, including the stories and meaning behind them 	<ul style="list-style-type: none"> • Thinking about animals and their natural habitats in different parts of the world • Developing skills on a computer, using appropriate programmes (such as Purple Mash) 	<ul style="list-style-type: none"> • Learning about life under the sea • Thinking about how the seaside has changed over time • Finding out how to stay safe in the sun and on the beach • Planting seeds and observing how they grow • Life cycles of animals and plants • Consider the influence of human activity on the environment and living things • Explore the concept of floating and sinking • Begin to explore the concept of experimentation
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Role play based on own experiences. • Explore a range of construction resources. • Explore musical instruments. • Sing familiar songs and begin to show confidence in learning new songs. • Explore different types of music. 	<ul style="list-style-type: none"> • Begin to explore colours and how they can be changed. • Role play developed alongside children's interests. • Using media and materials. • Use various materials to experiment wear construct with. 	<ul style="list-style-type: none"> • Combine media with a purpose in mind to design and build. • Use colours for purpose in painting and drawings. • Engage in imaginary play alongside others and begin to share and negotiate different ideas. • Exploring media and materials related to interests and experiences. 	<ul style="list-style-type: none"> • Home corner and pop up role play areas • Artwork linked to themes: firework pictures, Christmas craft activities • Sings songs and rhymes from memory • Learn new songs for our Christmas production 	<ul style="list-style-type: none"> • Home corner and pop up role play areas • Art and craft activities linked to our theme, including Chinese New Year 	<ul style="list-style-type: none"> • Home corner and pop up role play areas • Art work linked to themes • Investigating materials • Selecting and using resources for a purpose • Talk about our creative work and the processes that led to the end product • Talk about the strength of our own work and that of others