

EYFS Curriculum Cycle

Cycle A	
<p>Term 1 – Marvellous Me!</p> <p>Communication, Language, Literacy</p>	<p>Topic Texts: My Mum and dad make me Laugh, Titch, Once there were Giants, Funnybones, We are Family, All are Welcome, Too Much</p> <p>Non-fiction – People who help us texts</p> <p>Additional texts/authors for storytime: Nursery rhymes, number rhymes Rhyming texts – Julia Donaldson, Lynley Dodds (Hairy Maclary), Nick Sharratt (Shark in the Park), Jez Alborough (Duck in a Truck), Dr Seuss, Kes Gray/Jim Field (Oi Frog, How many Legs), Rachel Bright/Jim Field (The Squirrel's who squabbled), Each Peach Pear Plum</p> <p>Writing focus: Write name Fine motor exercises Pre writing patterns, colouring in Neater drawings with more detail Oral segmenting</p> <p>Reading/Letters and Sounds: Phase 2 - oral blending and segmenting CVC words Answer simple questions about stories Join in with repeated refrains/ rhymes Use story language in role play</p> <p>Communication and Language: Continue and create a rhyming string Talk and respond to talk partner Listen and respond in small group</p>
Maths	<p>Maths: KIRF - Numbers 1-5 – ordering Work within 5 practically to add, take away, count, subitise, problem solve</p> <p>Topic focus: Measures – length/height – vocab, directly compare Continue a two-unit pattern Name 2D shapes</p>

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<p>Understanding the World – people and communities and the world</p>	<p>UW: Body parts, similarities and differences between themselves and friends, comparing families, people who help us – visit from fire brigade</p>
<p>Personal Social Emotional Development (PSED)</p>	<p>Investigate: Senses (feeling and tasting) – materials – naming and describing</p>
<p>Physical Development</p>	<p>PSED: Jigsaw – Being Me in my World: Help others to feel welcome Try to make our school community a better place Think about everyone's right to learn Care about other people's feelings Work well with others Choose to follow the Golden rules</p>
<p>Expressive Arts and Design (EAD)</p>	<p>PE – Val Sabin – Games - throwing and catching beanbags Gymnastics – travelling</p> <p>Fine motor: Tripod grip Choose hand Threading, tweezers Pre writing patterns Develop colouring in</p> <p>Self-care: change with help for some items</p> <p>Tools: Develop scissor hold – simple snips in paper or to cut items in half Glue and glue stick Joining flat surfaces together</p> <p>EAD: Art – COLOUR – Drawing/Painting/ portraits. Colour blending – wet paper Lots of different mark making tools/ opportunities to mix colours</p> <p>Music – Charanga: Me! Listen and Respond Explore and Create – pulse, rhythm, pitch Singing Share and Perform</p>

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Technology	<p>Technology: Use sound cards, microphones, Ipads, camera to record voices/ tell stories/ take photos Intro simple art programs.</p> <p>Online Safety (Yr 1 link): I can identify some simple examples of my personal information – name, address, birthday, age and location. I can describe the people I can trust and can share this with. I can explain why I trust them.</p>
<p>Term 2 – Let' Celebrate</p> <p>Communication, Language, Literacy</p> <p>Maths</p>	<p>Topic Texts: Leafman, Kipper's Birthday, Ferdie and the fallen leaves, Pumpkin Soup, The Owl who was afraid of the dark, Owl Babies, Little Owl's Night, Harvey Slumfenburger, Threabear (Christmas theme) Non-fiction: Diwali/firework texts</p> <p>Additional texts/authors for storytime: Traditional Tales (multicultural themes) e.g. The Princess and the Pea, Rupunzel + Percy Stories – Nick Butterworth Kipper – Mick Inkpen</p> <p>Writing focus: Write labels Letter formation developing</p> <p>Reading/Letters and Sounds: Phase 2/3 – recognising all alphabet sounds Reading CVC words Use picture clues and context to 'read' story Read tricky words phase 2</p> <p>Communication and Language: Listen and respond in whole class sessions Speak aloud in front of whole class – show and tell</p> <p>Math: KIRF – Numbers 6 – 10 – ordering</p>

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	<p>Work within 10 practically to add, take away, count, subitise, problem solve</p> <p>Begin to record maths practically More/less</p> <p>Topic focus – Measures – weight – vocab, directly compare Create a two-unit pattern Name and describe 2D shapes</p>
Understanding the World – people and communities and the world	<p>UW: Seasonal changes – autumn, how and why people celebrate Diwali and Christmas, similarities and differences between celebrations</p> <p>Investigate – Senses – light and sound and colour (seeing and hearing)</p>
Personal Social Emotional Development (PSED)	<p>PSED: Jigsaw – Celebrating Difference: Accept that everyone is different Include others when working and playing Know to how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments</p>
Physical Development	<p>PE – Val Sabin - Games – throwing and catching – balls Dance – Autumn leaves, fireworks, Christmas play</p>
Expressive Arts and Design (EAD)	<p>EAD: Art – TEXTURE - Andy Goldsworthy – outdoor art + collage – fireworks, Owl</p> <p>Music - Charanga: My Stories Listen and Respond– pulse, rhythm, pitch Explore and Create Singing Share and Perform</p>

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<p>Technology</p>	<p>Technology: Practise opening programs on IWB/ I-pads/ saving work. Taking turns with friends – art programs, music programs, maths games, phonics games.</p> <p>Online Safety (Yr 1 link): I know that work I create belongs to me. I can name my work so that others know it belongs to me.</p>
<p>Term 3 - Off we go!</p> <p>Communication, Language, Literacy</p> <p>Maths</p>	<p>Topic Texts: Zoom, Rocket, Zoom; Dig, dig digging; The Naughty Bus, All aboard for the Bobo Road, The 100 decker bus, Mr Gumpy's Motor car, Mrs Armitage Queen of the Road, Here come the aliens, Aliens Love Underpants</p> <p>Non-fiction: Transport</p> <p>Additional texts/authors for storytime: Oliver Jeffers Alexis Deacon – Beegu, Slow Loris John Burningham</p> <p>Writing focus: Short captions – rehearse sentence orally prior to writing Read caption back Introduce range of genres Accurate CVC spelling Spelling tricky words – phase 2</p> <p>Reading/Letters and Sounds: Phase 3 – oral blending and segmenting CVC words with digraphs Begin to read simple caption Talks in role as character Retells stories independently</p> <p>Communication and Language: Tell known stories in role play Orally rehearse prior to writing Extend sentences with – then, and</p> <p>Maths: Numbers – 11 – 15 – ordering</p>

<p>Understanding the World – people and communities and the world</p> <p>Personal Social Emotional Development (PSED)</p> <p>Physical Development</p>	<p>KIRF – partition numbers to 5 into 2 groups</p> <p>Addition – partitioning and combining – part, part, whole, 1 more, number bonds to 5/10, practical problem solving and recording</p> <p>Topic focus – Position, direction Shape – name and describe 3D shapes Patterns - symmetry</p> <p>UW: Seasonal changes – winter, Comparing environments, comparing old and new transport, Chinese New Year Investigate – Wheels/ rolling/ friction / bridges, ice – changes</p> <p>PSED: Jigsaw – Dreams and Goals: Stay motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals</p> <p>PE – Gymnastics - Stretching and Curling Dance – Train Ride, Naughty Bus, Journeys, Chinese New Year</p> <p>Fine motor: Develop pincer grip Practise forming letters More detailed drawings and better control when colouring in</p> <p>Self-care: change mostly independently</p> <p>Tools: Good scissor hold – cut along straight lines and cut out straight shapes Use different tapes to join Fold paper/card</p>
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<p>Maths</p>	<p>Spelling tricky words – phase 3</p> <p>Reading/Letters and Sounds: Phase 3 –reading CVC words with digraphs Read a simple sentence Uses known stories as a base to create own with support Read tricky words phase 3</p> <p>Communication and Language: Begin to create own stories Listen attentively in assemblies</p> <p>Maths: Numbers – 16-20 – ordering</p> <p>KIRF – Count in 10's</p> <p>Subtraction – count back from 10, 1 less, practical problem solving and recording</p> <p>Topic focus – Measures –capacity – vocab, directly compare</p>
<p>Understanding the World – people and communities and the world</p>	<p>UW: Comparing real bears, old and new toys, materials Easter</p> <p>Investigate – Materials – keeping your bear dry in the rain, bears in ice! Science day!</p>
<p>Personal Social Emotional Development (PSED)</p>	<p>PSED: Jigsaw – Healthy Me: Have made a healthy choice Have eaten a healthy, balanced meal Have been physically active Have tried to keep themselves and others safe Know how to keep calm and deal with difficult situations</p>
<p>Physical Development</p>	<p>PE – Val Sabin - Games – throwing and catching – hoops and quoits Gymnastics – Travelling – taking weight on different body parts</p>

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<p>Expressive Arts and Design (EAD)</p>	<p>EAD: Art – TEXTURE - Clay bear models, Textured Bear hunt collages, Teddy Bear charcoal drawing Sewing – Hand puppets Making a chair for Baby Bear</p> <p>Music - Charanga: Big Bear Funk Listen and Appraise Musical activities – singing, improvising, and playing classroom instruments Perform and share</p>	
<p>Technology</p>	<p>Technology: Cooking – microwave, cooker, hand blender Using suitable websites to gather information. Digital timers linked to healthy activities.</p> <p>Online Safety (Yr 1 link): I can talk about how I can use the internet to communicate. I can identify devices I could use to share information. I can give examples of how to share information.</p>	
<p>Term 5 - Glorious Growing</p>		
<p>Communication, Language, Literacy</p>	<p>Topic Texts: The Hungry Caterpillar, Superworm, Jack and the Beanstalk, Handa's Surprise, Eddie's Garden, Oliver's Fruit Salad, Oliver's Vegetables, Supertato Poetry: Mad about Minibeasts Non-fiction: Minibeasts</p> <p>Additional texts/authors for storytime: Eric Carle Sue Hendra – Supertato, Norman the slug with the silly shell,</p> <p>Writing focus: Sentences – continue term 4 objectives or move on to term 6 objectives</p> <p>Reading/Letters and Sounds: Phase 4 – oral blending and segmenting/reading CCVC words Read simple books / range of genres</p>	

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	<p>Answer questions/ discuss plot, setting, characters Predict endings Communication and Language: Give an explanation or set of instructions – connect ideas Use wider, topic vocab</p>
<p>Maths</p>	<p>Maths: KIRF – Count in 2's</p> <p>Doubling/ halving/ sharing – practical problem solving and recording Topic focus – Time – vocab, simple problem solving Recap measures – non standard units Recap shape</p>
<p>Understanding the World – people and communities and the world</p>	<p>UW: Seasonal changes – spring, how plants grow and change, minibeast life cycles, where does our food come from? Local environment Investigate – Caterpillars, planting a bean, cress conditions</p>
<p>Personal Social Emotional Development (PSED)</p>	<p>PSED: Jigsaw – Relationships: Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset or hurt Know and show what makes a good relationship</p>
<p>Physical Development</p>	<p>PE – Val Sabin - Games – Ropes, bat and small ball (School games day focus) Swimming</p> <p>Fine motor: Pincer grip – good control Form letters correctly Write on the line Accurate colouring in Detailed drawings</p>

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<p>Expressive Arts and Design (EAD)</p> <p>Technology</p>	<p>Self-care: able to do buttons and fastenings</p> <p>Tools: Good scissor hold – cut along curves and cut out smaller items with accuracy Hole punch, split pins, treasury tags, stitching, more complex folds and tears</p> <p>EAD: Art – COLOUR and SHAPE - Drawing/Painting flowers, mixed media paintings, The Snail - Matisse</p> <p>Music - Charanga: Our World Listen and Respond– pulse, rhythm, pitch Explore and Create Singing Share and Perform</p> <p>Technology: Using tech for a purpose - Microscopes for close observation Camera – record events over time 2simple animation – create own animation about changes Filming storytelling</p> <p>Online Safety (Yr 1 link): I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some examples.</p>
<p>Term 6 - Ahoy, there!</p> <p>Communication, Language, Literacy</p>	<p>Topic Texts: Pirate stories – Captain Flinn, Night Pirates, Sharing a Shell, The Snail and the Whale, This is not my hat (Jon Klassen), Mrs Armitage and the Big Wave Non-fiction: Sea Creatures Poetry: Commotion in the Ocean</p> <p>Additional texts/authors for storytime: Mini Grey Emily Gravett</p>

	<p>Writing focus: Write longer texts Make phonetically plausible attempts at unknown words Write in range of genres Beginning to read through work Full stops Adding WOW words Spelling tricky words – phase 4</p> <p>Reading/Letters and Sounds: Phase 4 – reading CCVC words with digraphs Give opinions about books read or listened to Use range of cues to read unfamiliar words Read tricky words phase 4 Uses known stories as a base to create own</p> <p>Communication and Language: Ask if unsure about new vocab Join in a discussion and give an opinion Create own stories in role play</p>
Maths	<p>Maths: KIRF – Count in 5's Recap calculations Topic focus – Money (treasure!), capacity</p>
Understanding the World – people and communities and the world	<p>UW: Comparing localities, sea creatures similarities and differences</p> <p>Investigate – Floating and sinking (material link)</p>
Personal Social Emotional Development (PSED)	<p>PSED: Jigsaw – Changing Me: Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change Are looking forward to change</p>

Physical Development	PE – Swimming
Expressive Arts and Design (EAD)	<p>EAD: Art – Pirate portraits, sea creature printing</p> <p>Music - Charanga: Reflect, Rewind and Replay A consolidation of the year's work, prepare for performance and look at the history of music</p>
Technology	<p>Technology: Using tech for a purpose – apply</p> <p>Online Safety (Yr 1 link): I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can recognise that I can say 'no', 'please stop', 'I'll tell', 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>I can explain how this can be in real life/ online.</p>