



EYFS Curriculum Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	Superheroes	Amazing Animals	Traditional tales	Castles, Dragon's and Conquerors	We live in Spreyton	Toys and Plants
Hook/ wow moment	Superhero day	Trip to the Zoo		Medieval day Visit to Launceston/Totnes Castle	Walk around the village	
Theme	All about me/real life superheroes from the past/senses/body parts	Animals that live in different places in the world/different types of animal/ continents/ hot and cold areas	Coral reefs/oceans/food chains	Castles/dragons/self- esteem/being proud of who you are/	Map work/familiar settings in the past/homes/where we live	Toys/the past/our favourite things How plants grow
Celebrations/ Events	Halloween Harvest	Bonfire night Remembrance Day Christmas	Chinese New Year Valentine's day	Medieval Day Shrove Tuesday Mother's Day Easter	Maypole dancing	Beach party Trip to Rosemoor

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Vocabulary	<p>Family, parents, siblings, brother, sister</p> <p>Body: leg, arms, head, face, knees, shoulders, elbows, fingers, hands, feet, toes,</p> <p>eyes, nose, ears, mouth</p> <p>sight, hearing, taste, smell, touch</p>	<p>Reptile</p> <p>Bird</p> <p>Mammal</p> <p>Fish</p> <p>Amphibian</p> <p>Europe</p> <p>Asia</p> <p>Africa</p> <p>North America</p> <p>South America</p> <p>Antarctica</p> <p>Australasia</p>	<p>Fish</p> <p>Ocean</p> <p>Atlantic</p> <p>Pacific</p> <p>North, East, South, West</p>	<p>Castle</p> <p>Moat</p> <p>Battlement</p> <p>Arrow Slit</p> <p>Drawbridge</p> <p>Bendy</p> <p>Rigid</p> <p>Soft</p> <p>Hard</p> <p>See through</p> <p>Wood</p> <p>Metal</p> <p>Plastic</p>	<p>Village</p> <p>Farm</p> <p>Shop</p> <p>Spreyton</p> <p>Past</p>	<p>Stem, flower, seed, root,</p> <p>Before, after, different, favourite, modern, new, past present, same, then.</p> <p>Summer, June July August,</p>
Drawing Club Books	<p>Supertato</p> <p>Superworm</p> <p>Zog</p> <p>Mr Benn</p> <p>Dr Dog</p>	<p>We're going on a bear hunt</p> <p>What the ladybird heard</p> <p>Day monkey Night Monkey</p> <p>Handa's surprise</p>	<p>3 Billy Goat's Gruff</p> <p>Jack and the Beanstalk</p> <p>3 Little Pigs</p> <p>Little Red Riding Hood</p> <p>Goldilocks</p>	<p>The Night Dragon</p> <p>Paper Bag Princess</p> <p>Look inside the Castle</p> <p>Sleeping Beauty</p> <p>Bananaman</p>	<p>Wacky Races</p> <p>A squash and a squeeze</p> <p>Home by Carson Ellis</p> <p>Dear Zoo</p>	<p>Dogger</p> <p>Paper Dolls</p> <p>Toys in Space</p> <p>The Great Paper Caper</p> <p>Lost in the Toy Museum</p>

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		Father Christmas				
Maths	<u>White Rose Maths</u> Getting to know you Just like me (Match and sort) Making comparisons (Compare amounts, compare size, mass and capacity) Exploring Pattern (Make simple patterns)	<u>White Rose Maths</u> It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking Circles and triangles Spatial awareness Shapes with 4 sides Light and dark Numbers to 5 Four and Five One more and one less Measurement – Time	<u>White Rose Maths</u> Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<u>White Rose Maths</u> Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern Consolidation	<u>White Rose Maths</u> To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning First, then, now Adding more Taking away Spatial reasoning	<u>White Rose Maths</u> Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning On the move Deepening understanding Patterns and relationships Spatial reasoning

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		(Night and day)				
Literacy	Comprehension Focus To say what we think a book is about by looking at the cover and to talk about who their favourite character is Phonics Teach Phase 2 GPCs Oral Blending/segmenting Letter formation Reading groups	Comprehension Focus To explain how a character is feeling and answer simple questions about what has happened Phonics Teach Phase 2 GPCs Oral Blending/segmenting VC/ CVC words Read phase 2 tricky words Letter formation Reading groups	Comprehension Focus To use words to describe a character or setting and to say what happened first in the story Phonics Recap Phase 2 GPCs Teach Phase 3 GPCs Oral Blending/segmenting CV/ VC/ CVC words and phrases Read phase 3 tricky words Write phase 2 tricky words Letter formation Reading groups	Comprehension Focus To say what you think will happen next and to explain why something happened Phonics Recap Phase 2 GPCs Teach Phase 3 GPCs Oral Blending/segmenting CV/ VC/ CVC words, phrases and sentences Read phase 3 tricky words Write phase 2 tricky words Letter formation Reading groups Writing groups –	Comprehension Focus To explain why we like a character or story and to find a word which means ... Phonics Recap Phase 3 GPCs Teach phase 4 Oral Blending/segmenting CVCC/ CCVC/ CCVCC words, phrases and sentences Read phase 4 tricky words Write phase 2 and 3 tricky words Letter formation Reading groups Writing groups –	Comprehension Focus To say what happened at the beginning, middle and end of a story Phonics Recap and Consolidate all phases Oral Blending/segmenting CVCC/ CCVC/ CCVCC words, phrases and sentences Read phase 4 tricky words Write phase 2 and 3 tricky words Letter formation Reading groups

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	Writing Name copying and writing Writing secret symbols initial sounds	Writing Name writing Writing secret symbols initial sounds CVC words	Writing groups – words, phrases Writing Phonetically decodable words, phrases and captions	words, phrases Writing Phonetically decodable words, phrases and captions	words, phrases, sentences Writing Phonetically decodable words, phrases and simple sentences Correct spelling of phase 2 tricky words	Writing – words, phrases, sentences Writing Phonetically decodable words, phrases and simple sentences Correct spelling of phase 3 tricky words
Key Knowledge (including but not limited to)	The lives of significant individuals in the past I know about characters from stories, including figures from the past	*Recognise the effect of changing seasons on the natural world around them. *Recognise some similarities and differences between life in this country and life in other countries. *Recognise that some environments are different to the one in which they live.	Place Knowledge •I know environments vary from one another. * Begin to understand the need to respect and care for the natural environment and all living things.	Significant historical events, people and places in their own locality •I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. The lives of significant individuals in the past	Significant historical events, people and places in their own locality •I know some similarities and differences between things in the past and now I am familiar with the name of the road and or village/town/city the school is located in	Changes within living memory - I know about changes that have happened within my family lifetime Grandparents – What toys did they have? -I know about the lives of the people around me and their roles in society - I know about

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		<p>*Use all their senses in hands on exploration of natural materials</p> <p>*Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p>I know about characters from stories, including figures from the past</p> <p>-What is the same/ different between the story and now?</p>	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • I know how to use and draw information from a simple map • I know how to make simple maps using a variety of construction resources. • I know that simple symbols are used to identify features on a map <p>Changes within living memory</p> <p>I know what houses looked like in the past</p>	different toys that people played with in the past.
Science	<p>What are our 5 senses and what part of the body are associated with the 5 senses?</p> <p>What are the different parts of our body and where are</p>	<p>What different types of animals are there, and what have they got in common?</p> <p>What are the 7 continents?</p>	What is Spring?	<p>What are objects made from?</p> <p>Can you describe the properties of some materials?</p> <p>Which materials float and sink?</p>	<p>What is Summer?</p>	<p>Plants</p> <ul style="list-style-type: none"> - Planting seeds and caring for growing plants - Life cycle of plants - Exploring and tasting different parts of a

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	they? What is Autumn?					plant - What does a plant need to survive?
RE	Why is the word God so important to Christians? Me, my family and my school Harvest Visit the church	Why is Christmas special for Christians? Remembrance Day Diwali/Hanukkah Advent/Christmas -Compare how people in the UK celebrate these different festivals		Why is Easter special for Christians? Shrove Tuesday Lent Mothering Sunday Holi Easter	What stories are special and why? Ramadan/ Eid-alFitr	
Expressive art and design	Music (Sing up) Row Row row your boat Art Collaging with wax crayon rubbings	Music I've got a grumpy face Art Collecting, arranging, drawing	Music Bird spotting cuckoo polka DT Clay play/clay pens	Music Up and down Art Still life compositions – inspired by Cezanne	Music Bumble bees DT Transforming objects	Music Down there under the sea Art/DT World in a match box
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating,	Combine different movements with ease and fluency. Develop the foundations of a handwriting style	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop the

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	hygiene Develop fine motor skills- holding pencil correctly, using scissors etc	hopping, skipping, and climbing. Develop fine motor skills- holding pencil correctly, using scissors etc	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	which is fast, accurate and efficient.	foundations of a handwriting style which is fast, accurate and efficient.
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					

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