



EYFS Curriculum Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	Happy Healthy Me!	Explorers	People Who Help Us	What is it like to live in Spreyton and Tulum Mexico?	Minibeasts!	Weather and Plants
Hook/ wow moment	Healthy party for parents	Freeze some of the children's favourite toys into blocks of ice and let them decide how to get them out. Visit to the church to see the Crib.	A visit from the crossing patrol, a medical practitioner, dentist, fire fighter, etc. to talk about their role in the community.	Fly on a magic carpet to Tulum	Visit from a minibeast expert bringing large and small insects to look at and handle. Butterfly eggs/ Butterfly release Tadpole growing	Weather station
Theme	All about me/ Families/ Bodies/healthy eating, exercise	Christmas/explorers/ Adventure/expedition	People who help us	Around the world/hot and cold/map work/animals/world habitats	Minibeasts/ habitats/ lifecycles	Uk Geography/UK trees and plants/UK Weather Where do I live in the world?
Celebrations/ Events	Halloween Harvest	Bonfire night Remembrance Day Diwali	Chinese New Year Valentines Day	Shrove Tuesday Mother's Day Easter	Maypole dancing	Beach party

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		Christmas				
Vocabulary	Diet Exercise Healthy Nutrition Senses Body parts	Winter, seasons, Autumn, spring, summer Trees, leaves, decay, evergreen, deciduous Change, differences, similarities Hibernation Snow, sleet, cold, warm	Policeman Policewoman Fire Fighter Paramedic Teacher Vet Doctor	Mexico Country Continent Habitat Desert Rainforest Equator	Minibeast Lifecycle Tadpole Frog Caterpillar Butterfly Habitat Conditions	Oak Acorn Beech Sycamore England Northern Ireland Wales Scotland Map United Kingdom Village Country Rain Sun Wind Cloudy

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Drawing club books	When there were giants. The big book of families Daisy Eat your Peas Whiffy Wilson the Wolf who wouldn't wash – Caryl Hart	Meet the oceans Stickman Lost and Found Mixed Arree Chung Mr Benn	You choose Jack and the Beanstalk 3 Little pigs You can't call an elephant in an emergency	Handa's surprise Paper dolls The odd egg Dear Zoo Bagpuss Hansel and Gretel	Norman, the slug with the silly shell Mad about Minibeasts Superworm Usbourne peak inside bug homes Jack and the Beanstalk	The Queen's Hat Lila and the secret of Rain Cyril the Lonely Cloud The Hairy Toe Willo the Wisp The enormous turnip
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	<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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		Light and dark Numbers to 5 Four and Five One more and one less Measurement – Time (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	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	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	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	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

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		Letter formation Reading groups	words Write phase 2 tricky words Letter formation Reading groups Writing groups – words, phrases Writing Phonetically decodable words, phrases and captions	sentences Read phase 3 tricky words Write phase 2 tricky words Letter formation Reading groups Writing groups – words, phrases Writing Phonetically decodable words, phrases and captions	sentences Read phase 4 tricky words Write phase 2 and 3 tricky words Letter formation Reading groups Writing groups – words, phrases, sentences Writing Phonetically decodable words, phrases and simple sentences Correct spelling of phase 2 tricky words	Read phase 4 tricky words Write phase 2 and 3 tricky words Letter formation Reading groups Writing – words, phrases, sentences Writing Phonetically decodable words, phrases and simple sentences Correct spelling of phase 3 tricky words Composition – innovate the Naughty bus
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Key Knowledge (including but not limited to)	Talk about members of their immediate family and community *Name and describe people who are familiar to them. *Explore what they see hear and feel when they are outside. *Begin to make sense of their own life story and family history	Locational Knowledge <ul style="list-style-type: none">•I know about the features of the world and Earth. Geographical Skills and Fieldwork <ul style="list-style-type: none">•I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. Manmade and Natural Geography <ul style="list-style-type: none">-I know about the signs of autumn/winter and the associated weather. Place Knowledge <ul style="list-style-type: none">•I know environments vary from one	Changes within living memory <ul style="list-style-type: none">•I know about the lives of the people around me and their roles in society <ul style="list-style-type: none">- Different occupations/ what do they do? Police/ Fire service/ plumbers/ etc	Locational Knowledge <ul style="list-style-type: none">•I know about the features of the world and Earth. Place Knowledge <ul style="list-style-type: none">•I know environments vary from one another.•I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. Place Knowledge <ul style="list-style-type: none">I know some similarities and differences between life in this country and	*Explore the natural world around them. *Familiarise children with the name of the road, and or village/town/city the school is located in. * Begin to understand the need to respect and care for the natural environment and all living things.	Geographical Skills and Fieldwork <ul style="list-style-type: none">•I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. Locational Knowledge <ul style="list-style-type: none">•I know about the features of my own immediate environment•I know the name of the village and city the school is located in. <ul style="list-style-type: none">I know that we live in England

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		<p>another.</p> <ul style="list-style-type: none">• I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none">• I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>Christmas in the past</p>		<p>life in other countries, drawing on knowledge from stories, non-fiction texts</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>*Recognise that some environments are different to the one in which they live. *Draw information from a simple map. *know there are different countries in</p>	
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				the world and talk about the differences they have experienced or seen in photos.		
Science	Know and talk about the different factors that support their overall health and well being -regular physical activity -healthy eating -toothbrushing -sensible amounts of screen time -having a good sleep routine -being a safe pedestrian * make healthy choices about food, drink, activity and toothbrushing	Frozen Observing seasonal changes and exploring melting and freezing. Why is ice so slippery? - Same/ different when it is cold and snowy here and in Alaska?	Recognise the effect of changing seasons on the natural world around them. Sorting and grouping materials Carrying out simple tests Beginning to identify everyday materials	Recognise different world habitats and use words to describe them. Identify which animals live in which habitat and begin to think about how they are suited to their environment.	Where do minibeasts live? What conditions do they prefer? Life cycle of a frog and butterfly	Plants I know the names of some trees where we live I know the names of some plants where we live.
RE	EYFS: Which stories are special and why?	Which places are special and why? Why is Christmas special for Christians?		Why is Easter special for Christians	EYFS: Being Special – where do you belong?	

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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 hygiene Develop fine motor skills- holding pencil correctly, using scissors etc	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Develop fine motor skills- holding pencil correctly, using scissors etc	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop the foundations of a handwriting style which is fast, accurate and efficient.

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	<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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