**EYFS Curriculum Plan – 2022/2023**

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| **Term**  ***Theme*** |  | **Autumn**  ***Marvellous me and my super celebrations*** | | | | **Spring**  ***All creatures great and small*** | | | **Summer**  ***The world around us and the great big blue*** | | |
|  |  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Pre School** | ***Key texts*** | Theme – Marvellous me  Happy to be me  Little Red Hen (*focus on friendships)* | | Theme - Big birthdays!  Cake  Alfie’s birthday surprise  Jesus’ Christmas Party  *Nativity stories*  *‘The Little Big Nativity’ (Pre Sch + F2)* | | Theme – Pets and the Vets  Dear Zoo | Theme – Minibeasts  The Very hungry caterpillar  What the ladybird heard | | Theme – Going Places  The Naughty Bus  The Train Ride | | Theme – Fishy Friends  The rainbow fish |
| ***What will children learn / know? – key focus*** | -All about my body (simple body parts and their uses/senses)  -My emotions – how I can express them and begin to manage them  -What makes me unique and how I am different / similar to others – tolerance and respect for differences  -Who is important to me (my immediate family and close friends / why them are special to me)  -how to be a friend, build relationships and collaborate  -how to help others | | -what is a celebration?  -How do I celebrate events like birthdays?  -what are birthdays and why do we have them?  -counting to 3/4  -traditions for celebrating e.g. giving gifts and cards (how this makes people feel)  -the story of the 1st Christmas and why this is important to me / Christians  -UK Christmas traditions | | -Animals we can keep as pets (link to zoos and farms and understanding why we have these)  -how to be responsible to look after a pet  -What a vet does and why it is important | -what is a minibeast?  -Changes and lifecycles  -habitats for minibeasts –link to how we need to take care of God’s earth and respect all creatures)  -symmetry and simple repeating patterns  -what do minibeasts eat?  Showing responsibility for looking after a class pet (butterflies)  -Notice and talk about changes to creatures over time | | -different ways you can travel in local area (train,bus, car,walk)  -what to do if you need to us a public transport e.g. process of buying ticket etc  -different journeys you might need to go on and use transport for  -features of the local area (map and pictures of key moreton areas) | | -what makes someone a good friend and how can I be this?  -what is sharing / how to share – is it always fair?  -things that make me special e.g. how I look and how this is similar or different to others  -what type of animal is a fish and where do we find them?  -features and habitats of fish  -how to look after a pet fish and be responsible / caring |
| ***Key vocabulary*** | Emotions  Friendship  Collaborate  Respect  Unique  Difference | | Tradition  Celebrate  Joyful  Experience  Christianity | | Captivity  Responsible  Treatment  Medical  Enclosure | Minbeast  Insect  Habitat  Creature  Life Cycle | | Destination  Travel  Transport  Local  Journey | | Sharing  Considerate  Similarities  Fair |
| ***Enrichments*** |  | | Baking cakes  Have a ‘party’ – plan and make crafts (link to Jesus’ birthday) | | Visit moreton vets (or vet visit us) | Caterpillars / butterflies | | Bus ride to moreton tesco (plan shopping list for purpose and return with items to use to make and eat something) | | Class pet fish |
|  | ***Positive Relationships*** | Stay and Play  Meet the EYFS Team – coffee and cake evening | | Christmas Church Service (\*with F2)  Christmas themed ‘party’ / stay and play with families  Parents Evening | | Songs and Stories session | Stay and Play  Easter Church Service\*(with F2)  Parents Evening | | Songs and Stories session | | Parents Evening  Stay and Play  End of Pre Sch brunch / celebration |
| **Pre School Pupil Aspirations** | | **Environment -**  Create the role of ‘environment leaders’ who will be responsible for maintaining and looking after our Pre School outdoor learning space | **Cultural** -  To learn about my culture and celebrations that are important to me then plan and host a party with our families in school | | | **Personal challenge** - Develop my independence by planning and going on a school trip | **Charity & community** -  Develop links with Moreton in Bloom and plan ways to enhance our school grounds and support their charity | | | **STEM project -**  Create ramps to explore speed and distance with travelling vehicles such as buses / cars linked to The Naughty Bus text | **Managing my future -**  Create an ‘all about me’ profile including important information I want to share with my new FS2 class as part of transition |
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| **F2** | ***Key texts*** | Theme – People who help us  A superhero like you  When I grow up  Little Red Hen (instructions focus / fair or unfair) | | Theme – Seasons to celebrate  The Leaf Thief  Stick Man  *Nativity Stories*  *‘The Little Big Nativity’ (Pre Sch + F2)* | | Theme – Dazzling Dinos  Dear Dinosaur  Dinosaur A-Z | Theme – Amazing Animals  Oi Frog (and others in series)  David Attenborough | | Theme – Journey around the world and beyond  Here we are | | Theme – Sail the 7 seas  Book of the great big blue  Captain Beastlie’s Pirate Party |
| ***What will children learn / know? – key focus*** | -things that make me unique (what skills / likes / dislikes / interests do I have?)  -be able to talk about and show respect for how others may be different to me in their likes / dislikes / skills etc  -Understand and talk about how things can be fair or unfair and why  -understand my own aspirations and goals as I grow up  -all about my family (inc beyond immediate) ie who they are, what they do for a job  -key jobs and roles in society and why them are important | | -changes in seasons and noticing patterns etc  -my family tree (2 generations up)  -christmas traditions both in Uk and compare to other countries  Understand cause and effect in nature e.g. linked to snow/ice | | -what animals were on Earth before us / now  -dinosaur names / features / differences etc  -categories of dinosaurs  -what a herbivore, carnivore and omnivore is  What Extinct means  What other animals may be in danger of becoming extinct (why?)  -what the features and purpose of a letter are  -how to find information out about an interest or topic using non fiction texts and the internet / technology | -different categories of animals and names of those that fall into these (mammals, fish, retiles etc)  -where animals live (beyond the zoo and farms – into the wild)  -animal habitats (the variety of these and how different animals live)  -what animals may eat (linked to categories of animals)  -how we can find out information about animals using television / internet and books  Who is David Attenborough and why is he important?  -how can we help with animal conservation? | | -facts about Earth inc land and sea, where the Wirral is and that it is a peninsula  -methods of transport around the world (inc local and further)  -compare and talk about a country different to ours (landscape / weather / culture)  -how to travel beyond Earth (space travel)  -what an astronaut is and does | | -facts about sea creatures  -link prior knowledge about categorising animals to sea creatures (habitats / food / species etc)  -talk about comparisons of sea creature habitats e.g. north pole penguins to fish in coral reef  -different methods of transport on sea  -what is a pirate and what did/do they do  -key features of pirate lifestyle e.g. maps, treasure, crew, shipmates etc |
| ***Key vocabulary*** | Emergency  Vehicle  Aspiration / aspire  Service | | Season  Temperature  Foliage  Shiver  Autumn / Spring / Summer | | Carnivore  Herbivore  Archaeologist  Fossil  Extinct  Categories | Conservation Mammals  Warm/cold blooded  Habitats  Reptiles | | Local  Moreton  Wirral  Transport  Earth  Space | | Species  North Pole  Coral Reef  Compare  Pirate  Oceans |
| ***Enrichments*** | Visits from police/fire/ambulance  Aspirations day (dressing up in job roles)  Baking bread (link to pre school to taste) | | Church Visit | | Trip to Liverpool Museum | Chick / eggs hatching | | Trip to Manchester airport | | Pirate party |
| ***Positive Relationships*** | Transition parent meetings  Meet the EYFS team – coffee and cake evening  Harvest Church Service | | Parents Evening  Phonics Open Lesson  Mystery Reader  Christmas Church Service\*(with Pre Sch) | | Stay and play (focus on next steps in learning and supporting at home)  Mystery Reader | Parents Evening  Mystery Reader  Easter Church Service\*(with Pre Sch) | | Stay and play (transition focus)  Mystery reader | | Pirate party celebration  Mystery reader |
| ***PE\**** | SAQ Baseline Assessments  Orienteering | | Gymnastics | | Ball Skills | Gymnastics | | Athletics  Swimming | | Tennis  Dance |
| ***Art / DT\**** | Nature, harvest and food printing  Seed collage  Transient art  Large scale structures  **Artist: Kandinsky**  **DT – Baking Bread** | | Landscape painting – water colour and pointilism  **Artist: Monet**  Clay ornaments/ salt dough  **DT – Design an FS2 uniform** | | Mark making  Collaborative collage  Colour mixing  Textured printing  **DT – Creating a moving dinosaur** | **Artist:** Look at a range of illustrators through the ages depicting animals within traditional tales  **DT – Design a chick habitat** | | Papier mache  Digital media – graphic packages  **Artist: Chesley Knight Bonestel**  **DT – Small scale structures/design a rocket** | | Collage  Water colour  Weaving  **Artist: Katsushika Hokusai**  **Textiles /weaving– Class Pirate flag/ Create a new fish using recycled materials.** |
| ***Geography\**** | Make a simple map  Comment on places within the local area  Describe what they see, hear and feel outside  Recognise some environments that are different from the one they live in  Explore the natural world around them  Recognise some environments that are different from the one they live in | | Make a simple map  Recognise some similarities and differences between life in this country and life in other countries  Understand the effect of changing seasons on the natural world around them  Explore the natural world around them | |  |  | | Draw information from a simple map  Make a simple map  Comment on places within the local area  Recognise some similarities and differences between life in this country and life in other countries  Explore the natural world around them | | Explore the natural world around them  Recognise some environments that are different from the one they live in |
| ***History\**** | Use everyday language related to time.  Order and sequence familiar events.  Talk about past and present events in their own lives and in the lives of their families.  Look closely at similarities and differences, patterns and change.  Know about similarities and differences between themselves and others and among families, communities and traditions.  Be curious about people and show interest in stories.  Answer ‘how’ and ‘why’ questions in response to stories an events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. | | Look closely at similarities and differences, patterns and change.  Question why things happen and give explanations  Know about similarities and differences between themselves and others and among families, communities and traditions.  Recognise and describe special times or events for family or friends.  Answer ‘how’ and ‘why’ questions in response to stories an events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. | | Use everyday language related to time.  Talk about past and present events in their own lives and in the lives of their families.  Question why things happen and give explanations  Answer ‘how’ and ‘why’ questions in response to stories an events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. | Question why things happen and give explanations  Know about similarities and differences between themselves and others and among families, communities and traditions.  Be curious about people and show interest in stories.  Answer ‘how’ and ‘why’ questions in response to stories an events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. | | Use everyday language related to time.  Order and sequence familiar events.  Look closely at similarities and differences, patterns and change.  Recognise and describe special times or events for family or friends.  Answer ‘how’ and ‘why’ questions in response to stories an events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. | | Use everyday language related to time.  Know about similarities and differences between themselves and others and among families, communities and traditions.  Answer ‘how’ and ‘why’ questions in response to stories an events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. |
| ***Music\**** | Me  Harvest songs | | My Stories!  Nativity | | Dinosaurs | Our World | | Big Bear Funk | | Action Songs |
| ***PSHE\**** | Families / community - Simon Sock | | Family + friendships / caring friendships and being kind | | Diversity  Pantosaurus / Feel-o-saurus | Environmental Issues | | Keeping safe and making choices | | Feelings and managing changes |
| ***Computing\**** | E-Safety | | Programming | |  |  | | Programming | | Programming |
| ***Science\**** | Describe people who are familiar to them  Learn about how to take care of themselves  Play and explore outside in all seasons and in different weather  Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled  Explore shadows  Explore rainbows  Listen to sounds outside and identify the source  Make sounds | | Describe people who are familiar to them  Learn about how to take care of themselves  Explore the plants in the surrounding natural environment Explore plants in a contrasting natural environment  Play and explore outside in all seasons and in different weather  Observe living things throughout the year  Make objects from different materials, including natural materials  Observe, measure and record how materials change when heated and cooled  Compare how materials change over time and in different conditions  Explore shadows Explore rainbows  Listen to sounds outside and identify the source  Make sounds | | Name and describe animals that live in different habitats.  Describe different habitats  Explore plants and animals in a contrasting natural environment  Play and explore outside in all seasons and in different weather Explore how to change how things work Listen to sounds outside and identify the source  Make sounds | Name and describe animals that live in different habitats.  Describe different habitats  Explore the animals in the surrounding natural environment  Explore animals in a contrasting natural environment  Play and explore outside in all seasons and in different weather  Observe living things throughout the year  Listen to sounds outside and identify the source Make sounds | | Learn about the Earth, Sun, Moon, planets and stars  Learn about space travel  Play and explore outside in all seasons and in different weather  Explore a range of materials, including natural materials  Explore shadows Explore rainbows  Listen to sounds outside and identify the source Make sounds | | Play and explore outside in all seasons and in different weather  Explore a range of materials, including natural materials  Make objects from different materials, including natural materials  Observe, measure and record how materials change when heated and cooled  Explore shadows Explore rainbows  Explore how the wind can move objects  Explore how objects move in water  Listen to sounds outside and identify the source Make sounds |
| ***RE\**** | God | | Incarnation | | Salvation | Resurrection | | Holy Spirit | | |
| ***Homework*** |  | | ***Numbots / Little Wandle reading books*** | | ***HWK – Numbots / Teach your monster / Little Wandle reading books / weekly activity grid with options to choose to complete*** | | | ***HWK – Numbots / Teach your monster / Little Wandle reading books / Specific homework task to complete weekly*** | | |
| **F2 Pupil Aspirations** | | **Managing my future**  Learn about different jobs and roles in the community and consider my own personal aspirations as I grow up, dress up as a role I aspire to be for the day | | |  | **Charity & community** -  Develop links with Moreton in Bloom and plan ways for F2 children to be involved in maintaining and enhancing our local community | **Environmen**t—  Learn about animal and planet conservation linked to learning about David Attenborough and plan a way that we implement this in our own lives, make links with Chester Zoo | **STEM project** -  Create a boat that can float - planning, designing and creating in a small group    **Cultural**—  To learn about a different country and culture and begin to make comparisons linked to things that are important to our lives | | | **Personal challenge** -  To visit Manchester Airport Runway Park and learn about travel, roles and responsibilities and other jobs |
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\**for further information please see subject specific curriculum documentation*