**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 meHappy to be meLittle Red Hen (*focus on friendships)* | Theme - Big birthdays!CakeAlfie’s birthday surpriseJesus’ Christmas Party*Nativity stories**‘The Little Big Nativity’ (Pre Sch + F2)* | Theme – Pets and the VetsDear Zoo | Theme – MinibeastsThe Very hungry caterpillarWhat the ladybird heard | Theme – Going PlacesThe Naughty BusThe Train Ride | Theme – Fishy FriendsThe 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*** | EmotionsFriendshipCollaborateRespectUniqueDifference | TraditionCelebrateJoyfulExperienceChristianity | CaptivityResponsibleTreatmentMedicalEnclosure | MinbeastInsectHabitatCreatureLife Cycle | DestinationTravelTransportLocalJourney | SharingConsiderateSimilaritiesFair |
| ***Enrichments*** |  | Baking cakesHave 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 PlayMeet the EYFS Team – coffee and cake evening | Christmas Church Service (\*with F2)Christmas themed ‘party’ / stay and play with familiesParents Evening | Songs and Stories session | Stay and PlayEaster Church Service\*(with F2)Parents Evening | Songs and Stories session | Parents EveningStay and PlayEnd 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 usA superhero like youWhen I grow upLittle Red Hen (instructions focus / fair or unfair) | Theme – Seasons to celebrateThe Leaf ThiefStick Man*Nativity Stories**‘The Little Big Nativity’ (Pre Sch + F2)* | Theme – Dazzling DinosDear DinosaurDinosaur A-Z | Theme – Amazing AnimalsOi Frog (and others in series)David Attenborough | Theme – Journey around the world and beyondHere we are | Theme – Sail the 7 seasBook of the great big blueCaptain 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 countriesUnderstand 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 isWhat Extinct meansWhat 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 booksWho 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*** | EmergencyVehicleAspiration / aspireService  | SeasonTemperatureFoliageShiverAutumn / Spring / Summer | CarnivoreHerbivoreArchaeologistFossilExtinct Categories | Conservation Mammals Warm/cold blooded Habitats Reptiles | LocalMoretonWirralTransportEarthSpace | Species North Pole Coral ReefCompare Pirate Oceans |
| ***Enrichments*** | Visits from police/fire/ambulanceAspirations 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 meetingsMeet the EYFS team – coffee and cake evening Harvest Church Service | Parents EveningPhonics Open LessonMystery ReaderChristmas Church Service\*(with Pre Sch) | Stay and play (focus on next steps in learning and supporting at home)Mystery Reader | Parents EveningMystery ReaderEaster Church Service\*(with Pre Sch) | Stay and play (transition focus)Mystery reader | Pirate party celebrationMystery reader |
| ***PE\**** | SAQ Baseline Assessments Orienteering | Gymnastics | Ball Skills | Gymnastics | AthleticsSwimming | TennisDance |
| ***Art / DT\**** | Nature, harvest and food printingSeed collageTransient artLarge 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 makingCollaborative collageColour mixingTextured 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 macheDigital media – graphic packages**Artist: Chesley Knight Bonestel****DT – Small scale structures/design a rocket** | CollageWater colourWeaving**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 areaDescribe what they see, hear and feel outsideRecognise some environments that are different from the one they live inExplore 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 countriesUnderstand the effect of changing seasons on the natural world around themExplore the natural world around them  |  |  | Draw information from a simple map Make a simple map Comment on places within the local areaRecognise some similarities and differences between life in this country and life in other countriesExplore 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 explanationsKnow 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 explanationsAnswer ‘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 explanationsKnow 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 themLearn about how to take care of themselvesPlay 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 rainbowsListen to sounds outside and identify the source Make sounds | Describe people who are familiar to themLearn about how to take care of themselvesExplore the plants in the surrounding natural environment Explore plants in a contrasting natural environmentPlay and explore outside in all seasons and in different weatherObserve living things throughout the yearMake objects from different materials, including natural materialsObserve, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditionsExplore shadows Explore rainbowsListen to sounds outside and identify the source Make sounds | Name and describe animals that live in different habitats.Describe different habitatsExplore plants and animals in a contrasting natural environmentPlay 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 environmentExplore animals in a contrasting natural environmentPlay and explore outside in all seasons and in different weatherObserve living things throughout the yearListen to sounds outside and identify the source Make sounds | Learn about the Earth, Sun, Moon, planets and starsLearn about space travelPlay and explore outside in all seasons and in different weatherExplore a range of materials, including natural materialsExplore shadows Explore rainbowsListen to sounds outside and identify the source Make sounds | Play and explore outside in all seasons and in different weatherExplore a range of materials, including natural materialsMake objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooledExplore shadows Explore rainbowsExplore how the wind can move objects Explore how objects move in waterListen 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*