

| Churchfield C.E Primary Academy | | | EYFS Curriculum | | | |
|--|---|---|--|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Main Theme (but not limited to...) | Marvellous Me / Autumn | Let's Sparkle! (Night and day/ celebrations) | Winter/ People who Help us | Growing/ Spring | Traditional Tales | Land Air and Sea / Summer |
| Provocations should... | Provide opportunities for curiosity, imagination, independence, risk taking, enthusiasm, concentration, attention, inclusiveness, listening/communicating, friendships. | | | | | |
| Texts to use as a focus point (can be changed to reflect children's requests): | Harry and the dinosaurs go to school This is our house The tiger who came to tea The Smartest Giant in Town Not now Bernard Perfectly Norman The colour Monster The Gruffalo Autumn non fiction | Owl Babies Rama and Sita Happy Birthday, Moon Kipper's surprise Party The Jolly Christmas Postman The Nativity | Gruffalo's child Winter is here Cops and robbers Firefighter Ted Bear feels sick / boo hoo bird Mog and the Vets Never take a shark to the Dentist | The Very Hungry Caterpillar Teeny weeny Tadpole Frogs! The tiny seed Easter Story Spring Non fiction | Little Red Riding Hood Goldilocks and the Three Bears Jack and the Beanstalk The Three Little Pigs The Three Billy Goats Gruff | Dear Zoo Farmyard hullabaloo The Rainbow Fish Commotion In the Ocean Whatever Next! Aliens Love Underpants! |
| Events: | Roald Dahl Day Harvest Parent stay session Hello Yellow Languages Day | Christmas Diwali Odd socks Day Christingle Service in school Phonics Workshop | Chinese New Year Valentine's Day Handwriting day Number day Safer internet day | Easter Mother's Day Reading Workshop Animal Man No electric day World book day | St George's Day Art week | Father's Day Summer Party Boat Race Maths Workshop Farm Visit |
| Visits (others can be incorporated where possible): | Streets in locality- houses (Road safety) Greengrocers/supermarket Library The church Rev. Cath | The Church The Theatre Rev Cath | Police Fire Nurse Vets Dentist | Greengrocers The church Wildlife centre | The park Visit to the Fire Station | Zoo/ Farm Trip |
| Outdoor Environment (Expectation to be used used daily alongside these learning opportunities): | Gruffalo hunt Gardening Day Weekly | Birthday Party Gardening Day Weekly | Fire engine Police car Ambulance Gardening Day Weekly | Seed planting Leaf rubbing Gardening Day Weekly Minibeast hunt | Porridge in the spinney Gardening Day Weekly Building 3 pigs houses | Alien evidence on the playground Rocket ship launch Boat investigation Gardening Day Weekly |
| Communication and Language | Understand how to listen carefully and why listening is important. Engage in story times. | Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. | Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. | Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. |
| | Learn new vocabulary. Learn rhymes, poems, and songs. Use new vocabulary through the day. | | | Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. | | |

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| Personal, Social and Emotional Development | See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. | | Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. | | Think about the perspectives of others. Manage their own needs. | |
| | NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year. | | | | | |
| Physical Development | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | 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, tooth brushing, 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, alone and in a group. |
| | 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility | | | | | |
| Literacy | Read individual letters by saying the sounds for them. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write some or all of their name. Write some letters accurately. | Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. |
| Phonics | Phase 1/2 | Phase 2 | Phase 2/3 | Phase 3 | Phase 3/4 | Phase 3/4 |
| | Phase 1 activities to run throughout the year to help develop listening skills. | | | | | |
| Mathematics | Matching. Sorting & Comparing Numbers 1, 2, 3 Patterns Mass, Size, Weight Shape | Numbers 1, 2, 3, 4, 5, Positional Language 1 more 1 less Shape Subitising | Numbers 5, 6, 7 Time Length Height Mass Capacity | Numbers 7, 8, 9, 10 Halving Doubling Sharing 3D Shapes | Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing | Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing |
| | Also incorporate counting rhymes daily, number of the week, number formation, maths meetings daily. | | | | | |

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| <p>Understanding the world (not limited to just these- needs to be regularly reviewed depending on cohort/children's interests/performance and progression):</p> | <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> | <p>Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p> | <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> | <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | |
| | <p>Wanderlust activities to run weekly focusing on seasons, weather, feelings etc.</p> | | | | | | |
| | <p>Family Tree Grandparents lives Map of locality Senses- favourite smell/taste etc. Difference in appearance</p> | <p>Light/Dark Shadows Jesus The Good Samaritan Rama and Sita Guy Fawkes Ice- freezing/melting</p> | <p>Different occupations Ice / melting Helping others Non fiction</p> | <p>Plant comparisons Sowing seeds Observational drawings of plants Vegetable soup</p> | <p>Toys in the past Map of the forest Food at the picnic area Growth and decay Scones/Porridge</p> | <p>Holidays in the past Punch and Judy Textures in beach materials Boats- forces Sandwiches Neil Armstrong Gravity-Rockets</p> | |
| <p>Expressive Arts and Design</p> | <p>Home role play to run throughout Nursery rhyme of the week to run throughout- incorporate musical instruments- create own- indoor and outdoor Go Noodle / Squiglet / Dough Disco What's in the bag? Word of the week.</p> | | | | | | |
| | <p>Favourite nursery rhymes Junk modelling houses</p> | <p>Additional Party/celebration role play Birthday Cake/cupcakes/lemonade Diva lamps Christingle Colour-mixing fireworks</p> | <p>Junk modelling emergency vehicles Snow crafts Ice exploring Role play scenarios Thank you letters to visitors</p> | <p>Vegetable plot role play Easter nests Potato printing-peeling/mashing</p> | <p>Additional traditional tales role play- forest, Goldilocks, Jack and the Beanstalk etc... Masks for the characters</p> | <p>Additional beach role play, Punch and Judy role play with own puppets Design own fish Additional Space station role play Creating space ships/rockets</p> | |
| <p>Parental engagement</p> | <p>Open morning-Look and Learn Phonics Morning and workshop Story time session Dojo to be used for liaison</p> | <p>Christmas Performance Christmas Craft session Outdoor Adventure Phonics Workshop</p> | <p>Read and Relax Reading Workshop</p> | <p>Mother's Day Morning- Craft and Create Easter Egg competition</p> | <p>Marvellous Maths Celebration Assembly Reception awards</p> | <p>Rocket craft morning Father's Day Den Building Day Sports Day Maths workshop</p> | |