



# St Matthew's CE Primary School Curriculum Plan – EYFS CYCLE 2



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My Body/ Ourselves	People who help us	Polar	Pets	Fantasy/Growing	Dinosaurs
Theme Title	Marvellous Me!	999 – to the rescue!	Brrrr...it's too cold!	Paws, Claws and Whiskers	Gardens after dark	A land before time
Question of the Unit	What makes me amazing?	Who can help in an emergency?	Do polar bears and penguins live together?	Would a tiger make a good pet?	Who lives behind the door?	Who does this bone belong to?
RE	<b>RE God (b)</b> <i>What do Christians say God is like?</i>	<b>RE Incarnation (b)</b> <i>Why do Christians perform nativity plays at Christmas?</i>	<b>RE Kingdom of God</b> <i>What kind of king might Jesus have been?</i>	<b>RE Salvation (b)</b> <i>Why do Christians put three crosses in an Easter garden?</i>	<b>RE Holy Spirit (b)</b> <i>What do Christians say the Holy Spirit is like?</i>	
English Focus Text	Elmer	Zog and the Flying Doctors	Polar	The Tiger who came to Tea	Freddie and the Fairy	Dear Dinosaur
Nursery Maths	<b>Number</b> Recognition of up to 3 objects. <b>Numerical Pattern</b> Counts accurately to 3.	<b>Number</b> Recognition of up to 3 objects. <b>Numerical Pattern</b> Counts accurately to 5.	<b>Number</b> Can count 5 objects from a larger group. <b>Numerical Pattern</b> Counts accurately to 10.	<b>Number</b> Begins to compare quantities within 10. <b>Numerical Pattern</b> Uses more or less, comparing numbers within 5.	<b>Number</b> Begins to represent numbers within 10 using pictorial representations. <b>Numerical Pattern</b> Experiments with own symbols and numbers.	<b>Number</b> Can use key language total/altogether. <b>Numerical Pattern</b> Solves problems with numbers up to 5.
Reception Maths	<b>Number</b> Have a deep understanding of numbers 1 – 3. <b>Numerical Pattern</b> Verbally say which group has more or less.	<b>Number</b> Have a deep understanding of numbers 1 – 5. <b>Numerical Pattern</b> Compare equal and unequal groups.	<b>Number</b> Have a deep understanding of numbers 1 – 8. <b>Numerical Pattern</b> Understand and explore the difference between odd and even numbers.	<b>Number</b> Have a deep understanding of numbers 1 - 10 <b>Numerical Pattern</b> Add and subtract using number sentences.	<b>Number</b> To revise number bonds to 5. <b>Numerical Pattern</b> Share quantities equally.	<b>Number</b> Know number bonds to 10 including doubling facts. <b>Numerical Pattern</b> To be able to count beyond 30 and higher (100)
PD - Nursery	Introduction to PE: Unit 1 Get Set 4 PE	Introduction to PE: Unit 2 Get Set 4 PE	Fundamentals: Unit 1 Get Set 4 PE	Fundamentals: Unit 1 Get Set 4 PE	Dance: Unit 1 Get Set 4 PE	Gymnastics: Unit 1 Get Set 4 PE
PD - Reception	Fundamentals: Unit 1 Get Set 4 PE	Fundamentals: Unit 2 Get Set 4 PE	Ball Skills: Unit 1 Ball Skills: Unit 2	Games: Unit 1	Gymnastics: Unit 1	Gymnastics: Unit 2
Science UTW	<b>Autumn Term:</b> <i>All about me:</i> <ul style="list-style-type: none"><li>Discussions around snack time and lunch time - healthy eating choices.</li><li>Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise.</li></ul>		<b>Spring Term:</b> <i>Seasonal Changes – Winter &amp; Spring:</i> <ul style="list-style-type: none"><li>Exploring schools' grounds and observing seasonal changes in the winter/spring.</li><li>Explore compare/contrast our environment with polar regions.</li></ul>		<b>Summer Term:</b> <i>Seasonal Changes – Summer:</i> <ul style="list-style-type: none"><li>Exploring schools' grounds and observing seasonal changes in the summer.</li><li>Observe seasonal weather changes in the summer</li><li>Explore the life cycle of plants</li></ul>	



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	<ul style="list-style-type: none"> <li>• Story time and circle time to explore books focusing on staying healthy and the human body: Funnybones, Germs, what makes me, me and The Little Book of Manners.</li> <li>• Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes...</li> <li>• Talking about our pets at home and drawing out pets in our family portraits.</li> </ul> <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> <li>• Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>• Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations.</li> <li>• Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> <li>• Explore harvest time in the UK and farming at harvest time.</li> <li>• Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li> <li>• Observe and explain decomposition of pumpkins</li> </ul> <p><i>People who help us:</i></p> <ul style="list-style-type: none"> <li>• Explore looking after our community environment and recycling.</li> <li>• Discuss how we can help look after our local and world environments.</li> </ul> <p><i>Festivals:</i></p> <ul style="list-style-type: none"> <li>• Explore festival origins/celebrations across the world, using a world map/globe.</li> <li>• Observe changes – light</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss global warming and the impact on polar regions</li> <li>• Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>• Observe, question and draw spring plants/spring growth.</li> <li>• Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>• Spring walk around School grounds describing and discussing what is found.</li> <li>• Explore the life cycle of cats and dogs (house pets)</li> <li>• Still life observations and drawings of spring flowers.</li> </ul> <p><i>Around the world:</i></p> <ul style="list-style-type: none"> <li>• Observe, explore and compare contrasting natural environments around the world: polar regions, rainforest, great barrier reef, Kenya</li> <li>• Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</li> <li>• Knowing where different animals come from.</li> <li>• Explore creatures that live in the sea</li> </ul> <p><i>Food:</i></p> <ul style="list-style-type: none"> <li>• Planting seeds and plants</li> <li>• Discover, compare and contrast food produce/grown in different climates around the world.</li> </ul> <p><i>Toys:</i></p> <ul style="list-style-type: none"> <li>• Build a boat for a toy (floating and sinking exploration).</li> <li>• Materials – what is the best material for a building block? What is the best material for a teddy? Can you say why?</li> </ul>	<p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>• Explore, observe and identify UK minibeasts.</li> <li>• Look after our local environment – build minibeast houses</li> </ul> <p><i>Dinosaurs:</i></p> <ul style="list-style-type: none"> <li>• I know about the life cycle of a dinosaur</li> <li>• I know I need to respect and care for the natural environment and all living things</li> <li>• Identify which dinosaurs are meat or plant eaters</li> <li>• I know that dinosaurs lived a long time ago (history link)</li> </ul>
History	<p><b><u>Autumn Term:</u></b></p> <p><i>All about me:</i></p> <ul style="list-style-type: none"> <li>• Discussing our families, recounting fun family experiences in our past.</li> <li>• Thinking about changes in our life as we grow and get older.</li> <li>• Look at our school rounds and the history/changes within our school.</li> <li>• Look at how homes have changed over time. Compare own homes to those from the past.</li> </ul>	<p><b><u>Spring Term:</u></b></p> <p><i>Toys:</i></p> <ul style="list-style-type: none"> <li>• Explore, compare and contrast toys past and present</li> <li>• Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys.</li> <li>• Recount experiences of Christmas and toys received</li> <li>• <i>Compare stories – modern and traditional.</i></li> </ul> <p><i>Spring Festivals</i></p> <ul style="list-style-type: none"> <li>• Explore festivals and family traditions from different cultures inc: Easter and Holi</li> </ul>	<p><b><u>Summer Term:</u></b></p> <p><i>Dinosaurs:</i></p> <ul style="list-style-type: none"> <li>• Exploring the life of Mary Anning</li> <li>• Recounting the extinction of the dinosaurs using non-fiction texts.</li> <li>• Talk about how I know that dinosaurs lived a very long time ago</li> </ul> <p><b>General learning throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> </ul>



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	<p><b>Festivals:</b></p> <ul style="list-style-type: none"> <li>Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring family traditions of Shrove Tuesday</li> <li>Explore the festival and family traditions of Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.</li> <li>Learning about the family traditions of children in class from different cultural backgrounds.</li> </ul>
Geography	<p><b><u>Autumn Term:</u></b> <i>All about me:</i></p> <ul style="list-style-type: none"> <li>Look at where we live, describe features we see on the way to school.</li> <li>Draw my route to school.</li> <li>Explore the school, where are the different rooms in relation to one another. What happens in each room?</li> <li>Explore the school grounds, look at features of our school environment.</li> <li>Look at maps of Edgeley (paper, Digimap and Google Earth) explore and discuss the features found on local maps.</li> <li>Discussing where we were born and where our extended family live using world maps/globes for support.</li> </ul> <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> <li>Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> <li>Explore harvest time in the UK and farming at harvest time.</li> <li>Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li> <li>Observe and explain decomposition of pumpkins</li> </ul> <p><i>Festivals:</i></p> <ul style="list-style-type: none"> <li>Explore festival origins/celebrations across the world, using a world map/globe.</li> </ul>	<p><b><u>Spring Term:</u></b> <i>Seasonal Changes – Winter &amp; Spring:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the winter/spring.</li> <li>Explore compare/contrast our environment with polar regions.</li> <li>Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>Observe, question and draw spring plants/spring growth.</li> <li>Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>Conduct Winter/Spring walk around School grounds.</li> </ul> <p><i>Food:</i></p> <ul style="list-style-type: none"> <li>Exploring food from around the world using world maps and Google.</li> <li>Discover, compare and contrast food produce/grown in different climates around the world.</li> </ul> <p><i>Around the world:</i></p> <ul style="list-style-type: none"> <li>Explore compare/contrast our environment with Australia, polar regions and Africa.</li> <li>Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</li> <li>Knowing where different animals come from.</li> <li>Explore, compare, contrast and discuss life, living and schools in UK and Africa.</li> </ul> <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>Introduce London as the capital of England.</li> <li>Name features around the UK (farm, beach, mountains, woodland etc).</li> </ul>	<p><b><u>Summer Term:</u></b> <i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>Observe seasonal weather changes in the summer</li> <li>Explore, observe and identify UK minibeasts.</li> </ul>



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Art (EAD)	<b>Activity ideas linking to themes across the autumn term</b> <ul style="list-style-type: none"><li>Exploring colour mixing</li><li>Harvest – create fruit baskets using colour mixing</li><li>Teach the children how to use the brushes correctly and how to wash them</li><li>Self-portraits / loose art faces</li><li>Draw and paint family members</li><li>Draw a friend</li><li>Use mirrors to look at features. – explore expressions</li><li>Still life observational drawings of Autumnal objects</li><li>Transient art – Art without Glue using a variety of resources both natural and man -made. Inspired by Autumn &amp; Andy Goldsworthy</li><li>Fireworks – watch videos, represent using diff media/ large and small body movements.</li><li>Learn to draw fire engines – look at a variety of vehicles that help us.</li></ul>			<b>Activity ideas linking to themes across the spring term</b> <ul style="list-style-type: none"><li>Winter Christmas themed art – snowmen/penguins/polar bears</li><li>Brian Pollard – lighthouse paintings</li><li>Look at and explore art from around the world</li><li>Transient art – the world and different landscapes</li><li>Landmarks of the world</li><li>Animal painting</li><li>Printing – use diff media to create animal patterns (zebra/tiger/cat/snake etc)</li></ul>			<b>Activity ideas linking to themes across the summer term</b> <ul style="list-style-type: none"><li>Minibeasts – clay snails / symmetry / observational drawings of spiders / transient art.</li><li>Garden collage – outdoor learning gathering leaves and creating images</li><li>Fairy paintings – creating different sized pictures to show real life sizing</li><li>Dinosaur footprint</li></ul>		
	<b>General learning throughout the year</b> <ul style="list-style-type: none"><li>Child-led activities</li><li>Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc</li><li>Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.</li><li>Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join</li></ul>								
DT (EAD)	<b>Activity ideas linking to themes across the autumn term</b> <ul style="list-style-type: none"><li>Making fire engines.</li><li>Making / decorating cards for various occasions.</li><li>Design and create superhero gadgets from junk</li><li>Design and create products for a purpose such as a basket for Red Riding Hood / Houses for the pigs.</li><li>Den making in the garden area.</li><li>Create our homes from construction blocks.</li></ul>			<b>Activity ideas linking to themes across the spring term</b> <ul style="list-style-type: none"><li>Brian Pollard – lighthouse junk modelling</li><li>Observe the effects of cooking when making cakes and biscuits</li><li>Make a home for a pet</li><li>Make a boat for a toy to float in the water tray</li><li>Den making in the garden area.</li></ul>			<b>Activit linking to themes across the summer term</b> <ul style="list-style-type: none"><li>Bones – plaster of Paris/ papier Mache</li><li>Make dinosaur egg – papier Mache</li><li>Making bug hotels</li><li>Design and build minibeast houses, adapting work where necessary.</li><li>Den making in the garden area.</li></ul>		
	<b>General learning throughout the year</b> <ul style="list-style-type: none"><li>Children can self-select from a range of tools and materials in the continuous provision.</li><li>Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.</li><li>Through questioning children are encouraged to talk about what they like about their work and other children’s designs and how they would improve it.</li><li>Help to design and make small worlds in line with topic.</li></ul>								
Music	Mixed styles	Christmas Production	World Music	Rock	World Music	Reflect/Recap History of music			



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	<b>General learning throughout the year</b> <ul style="list-style-type: none"> <li>Weekly opportunities to learn new songs related to topic work (Myself, People who help us, Polar, Paws Claws and Whiskers, Minibeasts/growing, Dinosaurs).</li> <li>Singing songs and rhymes from a variety of genres and cultures</li> <li>Build up a repertoire of nursery rhymes and familiar songs.</li> <li>Learn worship songs.</li> <li>Using musical instruments in the outside area and role play.</li> <li>Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather.</li> <li>Singing and performing to our friends and parents</li> <li>Performing the school nativity production</li> <li>Play movement and listening games</li> <li>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</li> <li>Listen to and join in with stories / poems with repetitive refrains.</li> <li>Move in time / appropriately to rhymes, songs, instruments and classical music.</li> <li>Call and response songs.</li> </ul>					
PSED Reception	BEING ME IN MY WORLD	CELEBRATING DIFFERENCES	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
PSED - Nursery	Settling into school Understanding boundaries and expectations Learning to manage our feelings and behaviour Talking about families Superpowers are not just magical – ways to be	Discuss 1:1 with adults around experiences and traditions of Bonfire Night How to keep safe Children in need Caring jobs PWHU	Discussion of own experiences of Pancake Day and Chinese New Year. Talking about friendships –	Thinking about others – comic relief Understanding that we are all different Talking about our Mums	Discussion of our Dads or a significant male in our family and why we admire them. Positive relationships	Transition for Reception
Computing	Continuous Provision – available throughout the day for both focussed and self-chosen learning A range of technology is available within the classroom and outside in the paddock for the children to access, both independently and with an adult. <ul style="list-style-type: none"> <li>Tablets</li> <li>Computers – games / activities linked to the topic or maths being covered each week.</li> <li>Remote control toys – cars.</li> <li>Battery operated toys</li> <li>Beebots</li> <li>CD players</li> <li>Interactive white boards – Phonics Play / Topmarks / Google Earth / Digimap.</li> <li>iPads</li> <li>Purple Mash (mini mash) – drawing, sorting, information gathering.</li> <li>Sound buttons – children can listen to a pre-recorded challenge or record their own answers.</li> <li>Exploring old typewriters / computers / mechanical toys.</li> </ul>					



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