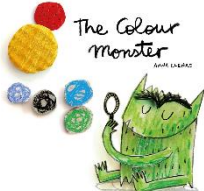
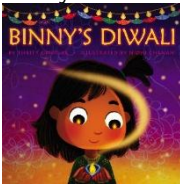
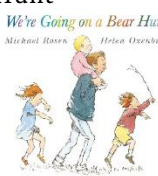
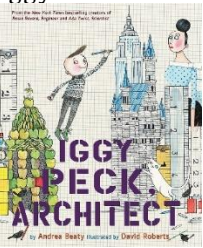

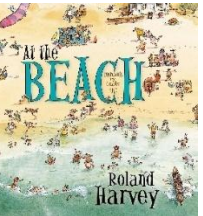
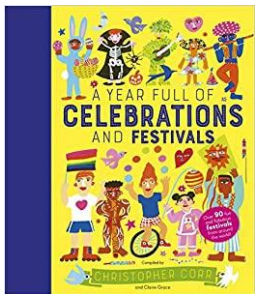
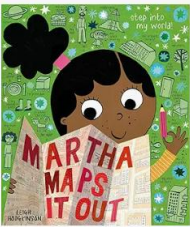
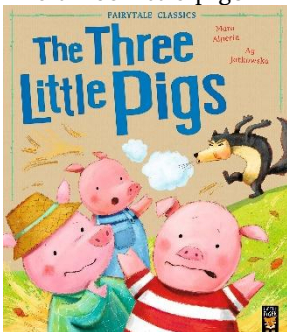



## Squirrels EYFS Curriculum – Cycle B

| EYFS  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
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| Possible Themes<br><br>Golden Threads<br><b>GT1 – Diversity</b><br><b>GT2 – Citizenship</b><br><b>GT3 – Environment</b> | All About Me!!<br>Baby – now!<br>Our bodies!<br>Our families!<br><br>Autumn<br>Harvest<br><br><b>GT3 – Environment</b>                          | People Who Help Us<br>Roles in the<br>community<br><br>The Nativity<br>Christmas<br><br><b>GT1 – Diversity</b><br><b>GT2 – Citizenship</b> | Are we nearly there yet?<br>Types of transport<br>Maps and routes<br>Journeys and holidays<br>Travel past/present<br>Road safety<br><br><b>GT3 – Environment</b> | Brilliant Buildings<br>Materials<br>Famous buildings<br>Bridges and towers –<br>tall, strong, long<br>structures<br><br>Spring<br>Lifecycles<br>Growing plants | Home Sweet Home<br>Different types of<br>homes<br>Homes around the<br>world<br>Family life and<br>routine  | Oh, I do like to be<br>beside the seaside!<br>Holidays<br>past/present<br>Sea animals<br>Sand/water play<br>Safety at the seaside<br>Looking after the<br>seaside<br><br><b>GT3 – Environment</b> |
| <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>    |   |  |  |  |  |   |
| Trips, visits<br>and moments<br>of 'magic'.   | Starting school –<br>settling in<br><br>Autumnal changes –<br>new beginnings <b>GT3</b><br><br>Harvest – where<br>food comes from<br><b>GT2</b> | Remembrance Day -<br><b>GT2</b><br><br>Diwali 'wow' day -<br><b>GT1</b>  | Winter changes <b>GT3</b><br><br>Valentine's Day 'wow'<br>day<br><br>Lunar New Year 'wow'<br>day - <b>GT1</b>  | Spring changes – <b>GT3</b><br><br>Shrove Tuesday/Ash<br>Wednesday, 'wow' day -<br><b>GT1</b><br><br>Easter - <b>GT1</b><br><br>Mother's Day                   | Father's Day   | Summer changes -<br><b>GT3</b>  |
| Possible texts<br>and 'old'<br>favourites' –<br>for class story<br>and also topic<br>based books.                       | Focus texts -<br>The Colour Monster<br><br>                  | Focus texts -<br>Binny's Diwali<br><br>                 | Focus texts -<br>We're going on a Bear<br>Hunt<br><br>                       | Focus texts -<br>Iggy Peck Architect<br><br>                              | Focus texts –<br>In every house, on<br>every street<br><br> | Focus texts –<br>At the Beach<br><br>  |

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|  | Other books -<br>Rainbow Fish<br>The Gruffalo<br>Rhyming books e.g.<br>Oi! Dog/Cat/frog | Other books - A Year<br>Full of Celebrations<br>and Festivals<br><br>Various Christmas<br>stories | Naughty Bus<br><br>Martha Maps It Out<br><br>Other books -<br>Dragons in the City | The three little pigs<br><br>Other books -<br>Books about materials  | A Place called Home<br><br>Other books -<br>Stories about homes<br>and houses  | Questions and<br>answers about<br>recycling<br><br>Other books -<br>Sharing a shell<br>Books about the<br>seaside, rockpools,<br>lighthouses |
| Talk for<br>Writing                          |   | The Little Red Hen   | That's not my....!  | The Three Little Pigs   | Mr Gumpy's Outing   | Little Red Riding<br>Hood   |
| Literacy – word<br>reading                   | Phonics – Phase 2   | Phonics – Phase 2  | Phonics - Phase 2/3   | Phonics – Phase 3   | Phonics - Phase 3/4   |   |
| Literacy –<br>reading incl.<br>comprehension | Read individual letters<br>by saying the sounds<br>for them.                            | Blend sounds into<br>words, so that they can<br>read short words made<br>up of known letter-<br>sound correspondences.   | Read some letter groups<br>that each represent one<br>sound and say sounds for<br>them. Read a few common<br>exception words matched to<br>the school's phonic<br>programme.  | Read simple phrases and<br>sentences made up of words<br>with known letter- sound<br>correspondences and, a few<br>exception words. Re-read<br>these books to build up<br>confidence in word reading,<br>fluency, understanding and<br>enjoyment. | Read simple phrases<br>and sentences made up<br>of words with known<br>letter- sound<br>correspondences and, a<br>few exception words.<br>Re-read these books to<br>build up confidence in<br>word reading, fluency,<br>understanding and<br>enjoyment. |   |
| Literacy –<br>writing                        | Name writing- correct<br>letter and case Pencil<br>grip Writing initial<br>sounds       | Identifying initial and<br>end sounds when<br>writing  | Writing simple words- cvc   | Labels and caption writing.   | Form lower-case and<br>capital letters<br>correctly. Spell words<br>by identifying the  | Write short sentences<br>with words with known<br>letter-sound<br>correspondences using   |

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|   |   |   |  |   | sounds and then writing the sound with letter/s. Captions and simple sentences.  | a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to check that it makes sense.             |
| PSED - SCARF                              | Me and My Relationships<br><br>GT2  | Valuing Difference<br><br>GT1 GT2   | Keeping Myself Safe<br><br>GT2   | Rights and Responsibilities<br><br>GT2  | Being My Best<br><br>GT2   | Growing and Changing<br><br>GT2   |
| Physical Development – gross motor skills | MSP – Fundamental Movement Skills<br><br>Children will know how to hop, skip and jump.  | MSP – Fundamental Movement Skills<br><br>Children will know how to ride a trike or scooter.   | MSP – Core Strength<br><br>Children will know how to kick and pass different sized balls.  | MSP – Gymnastics<br><br>Children will know how to pull themselves up rope and hang on monkey bars.  | MSP – Ball Skills<br><br>Children will know how to throw and catch different sized balls.  | MSP – Racket and Ball<br><br>Children will know how to bat and aim using different sized balls.   |
| Physical Development – fine motor skills  | Threading, cutting, weaving, playdough<br><br>Draw lines and circles using gross motor movements<br><br>Hold pencil/paint brush beyond whole hand grasp | Threading, cutting, weaving, playdough<br><br>Develop muscle tone to put pencil pressure on paper<br><br>Use tools to effect changes to materials<br><br>Show preference for dominant hand. | Threading, cutting, weaving, playdough<br><br>Begin to form letters correctly<br><br>Handle tools, objects, construction and malleable materials with increasing control<br><br>Holding Small Items, Button Clothing, Cutting with Scissors<br>Start to colour inside the lines of a picture | Threading, cutting, weaving, playdough<br><br>Hold pencil effectively with comfortable grip<br><br>Forms recognisable letters most correctly formed<br><br>Start to draw pictures that are recognisable | Threading, cutting, weaving, playdough<br><br>Develop pencil grip and letter formation continually<br><br>Use one hand consistently for fine motor tasks<br><br>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross | Threading, cutting, weaving, playdough<br><br>Form letters correctly<br><br>Build things with smaller linking blocks, such as Duplo or Lego |
| Maths – White Rose Maths                  | Just Like Me<br>Number<br>Match and Sort<br>Compare Amounts<br>Measure Shape and Spatial Thinking   | It's Me 123<br>Number<br>Representing 1,2,3<br>Comparing 1,2,3<br>Composition of 1,2,3<br>Measure Shape and Spatial Thinking  | Alive in 5<br>Number<br>Introducing Zero<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Measure Shape and Spatial Thinking   | Building 9 & 10<br>Number<br>9 and 10<br>Comparing numbers to 10<br>Bonds to 10<br>Measure Shape and Spatial Thinking   | To 20 and Beyond<br>Number<br>Building Numbers beyond 10<br>Counting patterns beyond 10  | Find My Pattern<br>Number<br>Doubling<br>Sharing and Grouping<br>Even and Odd<br>Measure Shape and Spatial Thinking                         |



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| RE                         | Which people, stories and events are special? – We are going to learn<br>How people come together to celebrate special events.<br>Why Christmas is special for Christians.<br>Why Diwali is special for Hindus.<br>How people celebrate Christmas and Diwali, including in school.<br>Why stories are important to Christians and Hindus.<br>How some people show that they belong to a religion. |  | Easter and Holi – We are going to learn<br>How people come together to celebrate special events.<br>Why Easter is special for Christians.<br>Why Holi is special for Hindus.<br>How people celebrate Easter and Holi.<br>How both festivals might mean different things to different people.<br>How stories are expressed through the celebrations of Easter and Holi. |   | Special and Sacred – We are going to learn<br>Why places of worship matter to people.<br>What makes some places, and the things inside them sacred or holy.<br>How symbols and artefacts in places of worship have special meaning for believers.<br>How being inside special and sacred places makes people feel. |  |
|                            | UTW - <b>GT2</b> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.   |  |  |   |  |  |
| Expressive Arts and Design | Being Imaginative<br>Charanga – Me!<br>Develop storylines in their pretend play<br><br>Children will know the nursery rhymes/songs:   | Being Imaginative<br>Charanga – My Stories<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br><br>Children will know the nursery rhymes/songs:<br><br>Children will listen to a visitor play a range of instruments and identify similarities and differences. | Being Imaginative<br>Charanga – Everyone!<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br><br>Children will know the nursery rhymes/songs:<br><br>Children will know how to tap/clap along to a rhythm.   | Being Imaginative<br>Charanga – Our World<br>Create collaboratively sharing ideas, resources, and skills.<br><br>Children will know the nursery rhymes/songs:<br><br>Children will experiment with different ways of playing instruments.<br><br>Children will join in with choreographed dances. | Being Imaginative<br>Charanga – Big Bear<br>Funk<br>Listen attentively, move to and talk about music, expressing their feelings and responses.<br><br>Children will know the nursery rhymes/songs:<br><br>Children will know how to match a pitch.   | Being Imaginative<br>Charanga – Reflect, rewind and replay<br>Watch and talk about dance and performance art, expressing their feelings and responses.<br><br>Children will know the nursery rhymes/songs:<br><br>Children will know perform their own dances using steps and techniques that they have learned. |
|                            | Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.  |  |  |   |  |  |
|                            | Creating with materials<br>Children will know how to mix primary colours to make secondary colours using poster paints.<br><br>Children will know how to draw a person –  | Creating with materials<br>Children will know how to mould clay.<br><br>Children will make ‘art’ portraits in the style of Giuseppe Arcimboldo.<br><br>Children will know which glue or tape to use  | Creating with materials<br>Children will know how to make 2D collages.<br><br>Children will explore and make art in the style of Henry Matisse.<br><br>Children will know how to make an l-brace join.   | Creating with materials<br>Children will know how to use and mix watercolour paints.<br><br>Children will know how to use different techniques to make 3D collages.<br><br>Children will know how to make a slot join.  | Creating with materials<br>Children will know how to make a mono print.<br><br>Children explore and create art in the style of Andy Warhol.  | Creating with materials<br>Children will know how to make different shades of the same colour.<br><br>Children will know how to make a split pin join.   |

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|  | head, body, arms, legs<br>and facial features.<br><br>Children will know how<br>to make the flange join<br>and treasury tag join. | for their chosen<br>purpose. |  |  | Children will know<br>how to make a tab join. | Children will know how<br>to sew to join. |
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