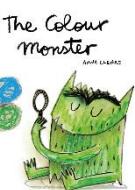
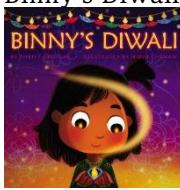
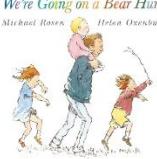
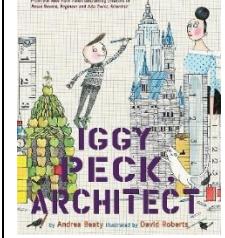
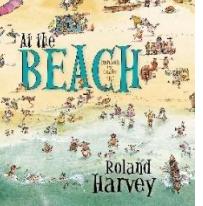
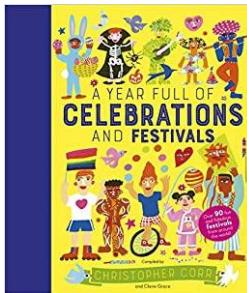
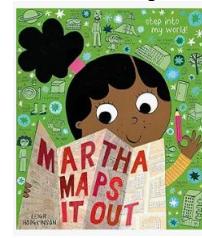
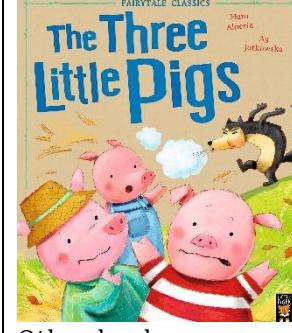
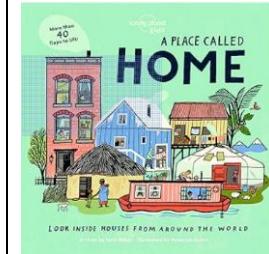


## Squirrels EYFS Curriculum – Cycle B

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

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

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

	Compare Size, Mass and Capacity Exploring Pattern	Circles and Triangles Positional Language  Light and Dark Number Representing numbers to 5 One More, One Less Measure Shape and Spatial Thinking Shapes with 4 sides Time	Compare Mass Compare Capacity  Growing 6,7,8 Number 6,7,8 Making Pairs Combing two groups Measure Shape and Spatial Thinking Length and Height Time	3D shape Pattern Consolidation	Measure Shape and Spatial Thinking Spatial Reasoning Match, Rotate, Manipulate  First, Then, Now Number Adding More Taking Away Measure Shape and Spatial Thinking Spatial Reasoning Compose and Decompose	Spatial Reasoning Visualise and Build  On the Move Number Deepening Understanding Patterns and Relationships Measure Shape and Spatial Thinking Spatial Reasoning Mapping
Understanding the world	<p><b>All About Me</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about the lives of the people around them and their roles in society</li> <li><input type="checkbox"/> Recognise some similarities and differences between the past and now (e.g., baby → now)</li> <li><input type="checkbox"/> Explain similarities and differences between themselves and their peers</li> <li><input type="checkbox"/> Develop confidence to share personal experiences in small groups and whole class</li> <li><input type="checkbox"/> Use descriptive language to talk about themselves and their family</li> </ul>	<p><b>People Who Help Us - GT1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about members of their immediate family and community</li> <li><input type="checkbox"/> Name and describe familiar people in their lives</li> <li><input type="checkbox"/> Develop respect for similarities and differences in people and communities</li> <li><input type="checkbox"/> Use spoken language to describe roles and responsibilities of helpers</li> </ul> <p><b>Celebrations</b> Recognise that people have different beliefs and celebrate special times differently.</p>	<p><b>Are we nearly there yet? - GT3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about different forms of transport and journeys</li> <li><input type="checkbox"/> Compare transport from the past and present</li> <li><input type="checkbox"/> Explore and observe the world around them</li> <li><input type="checkbox"/> Create simple maps of journeys or places</li> <li><input type="checkbox"/> Draw information from simple maps and symbols</li> <li><input type="checkbox"/> Use positional and directional language to describe travel routes</li> </ul>	<p><b>Brilliant buildings - GT1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate different materials and their properties</li> <li><input type="checkbox"/> Explore how materials can be joined and shaped for building</li> <li><input type="checkbox"/> Recognise similarities and differences between life in this country and other countries</li> </ul> <p><b>Lifecycles/growing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe and draw animals, plants, or structures in the natural world</li> <li><input type="checkbox"/> Understand basic lifecycles and growing processes of living things</li> </ul>	<p><b>Home sweet home -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know some similarities and differences between homes in the past and now</li> <li><input type="checkbox"/> Understand the past through settings, characters, and events encountered in books and storytelling</li> <li><input type="checkbox"/> Explain similarities and differences between life in this country and other countries</li> <li><input type="checkbox"/> Develop vocabulary to describe homes, rooms, and family life</li> <li><input type="checkbox"/> Use drawings or models to represent different homes and living spaces</li> </ul>	<p><b>The Seaside - GT3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore and observe the natural world around them</li> <li><input type="checkbox"/> Recognise some environments that are different from where they live</li> <li><input type="checkbox"/> Identify features of seaside environments, including plants, animals, and human activity</li> <li><input type="checkbox"/> Compare seaside locations to local environment</li> <li><input type="checkbox"/> Use descriptive language to talk about experiences and observations</li> </ul>
	<p>Seasons GT3 - Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</p>					

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

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