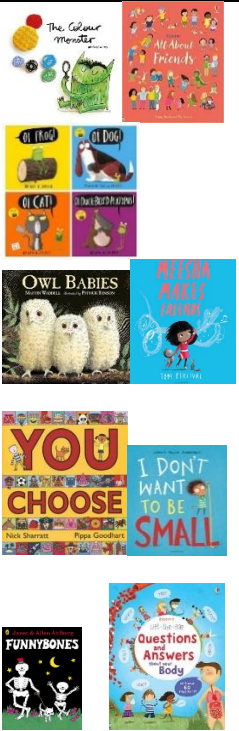
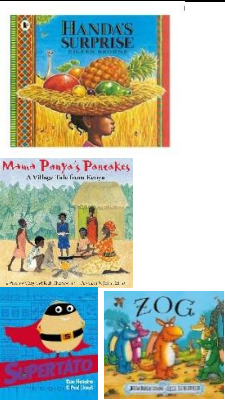


Squirrels EYFS Curriculum Cycle A

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes Golden Threads GT1 – Diversity GT2 – Citizenship GT3 - Environment	Marvellous Me	Heroes Who Help Us GT2 – Citizenship	Shall we play?	Groovy Gardeners GT3 - Environment	Local explorers GT2 – Citizenship GT3 - Environment	Global Explorers GT 1 – Diversity GT3 - Environment
	<i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>					
‘WOW’ moments Enrichment weeks/day	Starting school – settling in Harvest – where food comes from GT2	Remembrance Day- GT2 The Nativity/Christmas Lists/Letters to Father Christmas People Who Help Us – doctors and nurses Diwali – GT1	Winter changes – GT3 Valentine’s Day Lunar New Year – GT1	Spring changes – GT3 Art Week – Van Gogh’s Sunflowers Shrove Tuesday/Ash Wednesday – GT1 Easter – GT1 Mother’s Day	Father’s Day Local study – GT3 Corringham/Gainsborough	Summer changes – GT3
Possible visits out/visitors in						

Books to share and to have in reading area						
Communication and Language – Listening, attention and understanding	Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes and songs, paying attention to how they sound. This will continue throughout the year.	Children will begin to understand how and why questions.	Children will learn to ask questions to find out more.	Children will retell a story and follow a story prompt without pictures or props to build familiarity and understanding.	Children will be able to understand a question such as who, what, where, when, why and how.	Children will be able to have conversations with adults and peers with back-and-forth exchanges.
Communication and Language – Speaking/Oracy	Children will talk in front of small groups and their teacher offering their own	Children will use new vocabulary throughout the day.	Children will engage in non-fiction books and to use new vocabulary in different contexts. Children to continue to use new	Children will talk in sentences using conjunctions e.g. and, because	Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail.	Children will use talk in sentences using a range of tenses.

	ideas and join in with social phrases.		vocabulary in different contexts.		Children to continue to use new vocabulary in different contexts.	
Talk for Writing – focus texts	Elmer by David McKee	The Little Red Hen	Traction Man Is Here by Mini Grey	The Enormous Turnip	The Everywhere Bear by Julia Donaldson	Bringing the Rain to Kapiti Plain by Verna Aardema
PSED - SCARF	Me and My Relationships GT2	Valuing Difference GT1 GT2	Keeping Myself Safe GT2	Rights and Responsibilities GT2	Being My Best GT2	Growing and Changing GT2
RE	Which people, stories and events are special to me? Who is special to me and why? Families, friends, community. Special events Advent and Christmas. Why these are special for Christians? Why Christians think that Jesus was a special baby: the Nativity story. How the Nativity story is celebrated in school. New life: How Christians might celebrate the birth of a baby. Diwali Why Rama and Sita are special to Hindus? How Diwali is celebrated in school.		What do I know about Easter and Holi? Easter How we can see Easter around us. Signs and symbols. What Christians remember at Easter The Easter story and what it means to Christians. Holi The stories of Krishna, Holika and Prahlad. How Hindus celebrate Holi.		Why are some places and objects special or sacred? The idea of special and sacred What makes something special? What makes objects, clothes and places special? Why some of these things are considered sacred? What we can see in a church and a mandir? Visit * to a church and mandir: Important objects, pictures and symbols. *or through virtual tours, video clips, images, etc.	
PE with Premier Education coach	TBC	TBC	TBC	TBC	TBC	TBC
Physical Development – gross motor skills	Develop core strength, balance and coordination; move safely in different ways.	Travel in different ways; develop balance and control when moving over, under and through equipment.	Develop confidence in games; negotiate space, change direction and move with increasing control.	Develop balance, coordination and control through outdoor movement and climbing.	Combine different movements with increasing control and coordination; develop skills in games and team activities.	Demonstrate increasing strength, balance, coordination and agility in larger movement activities and games.
Physical Development – fine motor skills	Children will accurately draw lines, circles and shapes to draw pictures.	Children will handle scissors, pencil and glue effectively.	Children will use cutlery appropriately.	Children will begin to use a tripod grip when using mark making tools.	Children will hold scissors correctly and cut out small shapes.	Children will form letters correctly using a tripod grip to develop the foundations of a handwriting style which is fast, accurate and efficient.
	Ongoing - Over the year ensure children have access to activities that include - threading, cutting, weaving, playdough, buttons, scissors, other fine motor activities.					

Maths – White Rose Maths	Just Like Me Number Match and Sort Compare Amounts Measure Shape and Spatial Thinking Compare Size, Mass and Capacity Exploring Pattern	It's Me 123 Number Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Measure Shape and Spatial Thinking 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	Alive in 5 Number Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Measure Shape and Spatial Thinking Compare Mass Compare Capacity	Growing 6,7,8 Number 6,7,8 Making Pairs Combining two groups Measure Shape and Spatial Thinking Length and Height Time Building 9 & 10 Number 9 and 10 Comparing numbers to 10 Bonds to 10 Measure Shape and Spatial Thinking 3D shape Pattern Consolidation	To 20 and Beyond Number Building Numbers beyond 10 Counting patterns beyond 10 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	Find My Pattern Number Doubling Sharing and Grouping Even and Odd Measure Shape and Spatial Thinking Spatial Reasoning Visualise and Build On the Move Number Deepening Understanding Patterns and Relationships Measure Shape and Spatial Thinking Spatial Reasoning Mapping
Literacy – phonics and word reading	Little Wandle Phonics – Phase 2	Little Wandle Phonics – Phase 2	Little Wandle Phonics – Phase 3	Little Wandle Phonics – Phase 3	Little Wandle Phonics – Phase 4	Little Wandle Phonics – Phase 4
Literacy – reading	- Develop a love of stories and books. - Learn how books work. - Join in with repeated refrains and familiar stories. - Recognise rhyme and rhythm. - Hear initial sounds. - Begin Little Wandle phonics and blending.	- Continue systematic phonics and blending through Little Wandle. - Read words containing taught GPCs. - Read simple phrases/captions. - Understand and talk about stories. - Retell familiar stories.	- Read simple sentences containing taught GPCs. - Reread familiar texts to develop fluency. - Retell stories and sequence events. - Talk about characters, settings and events. - Use picture and language clues to predict.	- Read words and sentences containing taught GPCs. - Reread books to develop fluency. - Learn and use new vocabulary. - Explore non-fiction texts. - Use information from illustrations, captions and text.	- Read sentences and texts with increasing fluency. - Reread books to build confidence and understanding. - Use vocabulary from texts. - Talk about similarities and differences. - Answer questions about what they have read.	- Reading simple phrases and sentences. - Rereading books to build confidence and fluency. - Using taught phonics knowledge to read unfamiliar words. - Developing a secure understanding of texts through discussion.
Literacy – writing	- Make purposeful marks. - Give meaning to marks. - Develop pencil control. - Write/attempt their name. - Use known sounds in writing as phonics develops. - Begin to orally compose a simple sentence.	- Form taught letters correctly. - Segment words into sounds for writing. - Write words containing taught GPCs. - Begin to write captions and simple sentences.	- Orally rehearse a sentence before writing. - Write simple sentences. - Use a capital letter and full stop with support/increasing independence. - Use finger spaces. - Reread writing to check it makes sense.	- Write simple sentences. - Use known sounds to spell words. - Begin using a wider range of vocabulary. - Write labels, captions and instructions.	- Write simple phrases and sentences independently. - Use taught phonics knowledge when spelling. - Begin linking ideas. - Reread writing. - Improve or add to writing with adult support.	- Say what they want to write. - Write a simple phrase or sentence. - Use taught GPCs to spell words. - Write some tricky words. - Use a capital letter and full stop. - Reread their writing.

Understanding the world (KAPOW – Hist, Geo, Sci)	Peek Into the Past Exploring Maps I am a Scientist	Adventures through Time Exploring Maps	Peek Into the Past - Toy Box Around the World Animal Adventures	Outdoor Adventures Our Beautiful Planet	Exploring maps – local How has our town changed?	Around the world – Kenya Animals in Kenya Our Beautiful Planet
	Changing seasons – Taught at appropriate times throughout the year (Aut 1, Apr 2, Sum 2)					
Expressive Arts and Design (KAPOW – Art, DT, Music)	Marvellous Marks Junk Modelling Exploring Sound	Paint My World Soup Exploring Sound	Creation Station Bookmarks Music and movement	Let's Get Crafty 'Garden project'	Buildings & Cityscapes Structures Big Band	Art inspired by Kenya Boats
	*Seasonal craft throughout the year as and where applicable.					