

# Early Years Foundation Stage

2023-2024

Curriculum	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes - Seven areas of learning (EYFS)</b>		Belonging (PSED, UW), Picnics (PD), Autumn/Harvest (Textures) (UW)	Festivals (Halloween, Bonfire, Diwali, Christmas (EAD, UW)	These are a few of my favourite things (PSED, UW, PD), Light and Dark (UW), Weather (UW)	Traditional Tales , Dinosaurs, Easter (UW)	Mother Nature (EAD,PD), Noah's Ark (EAD, Animals (PSED)	Seaside, Going on Holiday
MY COMMUNICATION	Communication	SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP. Communication Rich Environment. <b>Total Communication approach through all of the curriculum including; Makaton, picture choices, timetable pictures, objects of reference, intensive interaction.</b>					
	Writing	Pre requisite writing, muscle tone, fine and gross motor, Mark making with hands or malleable objects, write dance - At this stage look at PD ELG's.		Pre requisite writing, muscle tone, fine and gross motor, Mark making with hands or malleable objects, write dance - At this stage look at PD ELG's May start make more varied marks in different directions			
		As above and: Make marks in different directions, looking at own marks, using tools to print – Link to theme		As above and: Marks in different directions, looking at marks – Link to theme May start to use tools to scribble - Introduce scribble club			
		Meaningful and symbolic marks, knowing that own marks carry meaning, overwriting letters, forming single letters – Link to theme		Meaningful and symbolic marks, knowing that own marks carry meaning, overwriting letters, forming single letters			
		<b>Composition:</b> Simple story sequencing (2-3 pictures) colourful semantics (who, what doing) Spelling: Fred Talk		<b>Composition:</b> Simple story sequencing (2-3 pictures) colourful semantics (who, what doing, where) Spelling: using phonic knowledge to spell CVC words		<b>Composition:</b> Simple story sequencing (2-3 pictures) colourful semantics (who, what doing, where) Begin to use CS tools to retell stories Spelling: using phonic knowledge to spell CVC words Punctuation/grammar: Using capitals and lower case	
Reading	Books: We all Belong, We are all different. Leaf Man, The Little Red Hen, We're Going On a Picnic.	Books: Funny Bones, Sparks in the Sky, Dipals Diwali, Stick Man,	Books: Weather book, Seren's Seasons, Where is the bear, Lost Toy, Cant You Sleep Little Bear, Owl Babies	Books: Jack and The Beanstalk, The enormous Turnip, Goldilocks and The Three Bears, The Dinosaur Stomp, The Easter Story	Books: Nature Is An Artist, Noah's Ark, Rumble In The Jungle	Books: Ernie's Seaside Adventure, The Train Ride	
Phonics (Ruth Miskin Read Write Inc – adapted)	<b>Communication and Listening:</b> Sensory Stories	<b>Communication and Listening:</b> Sounds Around (Singing Phonics)	<b>Communication and Listening:</b> Listening Bag (Singing phonics)	<b>Communication and Listening:</b> Sensory Stories	<b>Communication and Listening:</b> Animal sound stories and lotto	<b>Communication and Listening:</b> Sensory Stories (Seaside)	
		<b>RWI progression:</b> -Set one sounds m,a,s,d,t,i -Set one from n (with word time, co-blending, Blending Books) -Special Friends and Ditty Books (follow RWI progression)					
MY THINKING	Cognition	Responding to Stimuli, Intentional exploration of the Environment, Shifting Attention, Manipulating objects purposefully, Following Routines/Instructions - opportunities delivered throughout the curriculum					
	Mathematics	<b>Number</b> Counting objects, actions and sounds. Use of number songs Exploration of numbers 0-5. Using 1 more and 1 less, numbers to 5. Subitising numbers to 5. Linking numeral with cardinal number values. *where children are rote counting higher numbers, work on depth (composition, value, number formation and number bonds).		<b>Number</b> Number bonds to 5. Subitising numbers to 5. Exploration of numbers 6-10. Number bonds to 10. Combining two groups to find the total. Comparing numbers to 10. Linking numeral with cardinal number values *where children are rote counting higher numbers, work on depth (composition, value, number formation and number bonds).		<b>Number</b> Counting to 20 and unpicking the "ness" of a number. Subitising numbers to 5. Number bonds to 10. Addition and subtraction. Linking numeral with cardinal number values.	

		<b>Shapes</b> Introduce 2D shapes Identifying, matching, sorting and labelling	<b>Patterns</b> Identify and differentiate between different patterns Identify/copy/Continue repeating p	<b>Capacity, weight</b> Filling and emptying, exploring capacity, comparing weight	<b>Length and height</b> Tall and short, big and small Sorting, ordering, labelling, comparing	<b>Shapes</b> Consolidate 2D shapes, introduce 3D shapes where appropriate	
<b>MY MOVEMENT</b>	PE Physical Development (EYFS)	MATP - Motor skills individual programmes.					
		PD in morning and afternoon set up Inc. fine and gross motor, MATP, Sensory Circuits, Horse Riding (PP), Turn taking, team games.	Games – sharing together Prance and Dance Swimming: Working towards physio targets.	Gymnastics- push me pull me Swimming: Working towards Physio Outcomes.	Gymnastics- push me pull me Swimming: Working towards Physio Outcomes.	Athletics: Starting Blocks Swimming: Working towards Physio Outcomes.  Animal yoga	Athletics: Starting Blocks Swimming: Working towards Physio Outcomes.
<b>MYSELF</b>	EHCP Interventions	Sensory diet (individual), Communicating preferences, Quiet spaces available, Personal Care intentions, promoting independence (Toileting/feeding). Exploration of food choices (Sensory)					
	PSED	PSED is a prime area of learning in EYFS running through the whole day including: dressing/undressing, seasonal clothing, eating, independence with daily routines and hygiene, co-regulation and self-regulation.					
	PSHE	Unique, similar and different, Likes and dislikes, Making choices	Our families, where we live	People that help at home and in the community	Understanding Feelings	Friendships How friendships are formed People who are special to use.	My body – hygiene
	Community Visits	Riding + Trips linked with theme.					
<b>MY ENRICHMENT AND DISCOVERY</b>	Expressive Arts and Design Food Technology	Paper dolls,, group games, class people small world play, exploring different textures and materials related to autumn and harvest Songs and rhymes	Exploring Hindu art and patterns Making greeting cards Songs and rhymes Festival art and craft	Imaginative play, songs and rhymes Making puppets, boats, instruments	Songs and rhymes for Dinosaur Stomp Traditional tales role play Masks and dressing Up Easter Crafts	Painting with natural materials, natural prints, animal patterns Animal songs and rhymes	Designing a postcard, Outdoor picnics, packaging food, Holiday role paly Dressing up
<b>MY WORLD</b>	Understanding The World IT	Immersive room, cause and effect, Autumn, Harvest festival, where does food come from, helping the community Differences between materials and noticing changes	Understanding different cultures Foods and celebrations from around the world Maps	Seasonal Changes Cause and Effect (toys) Push, pull, how toys work, forces and movement related to toys	Compare characters from stories, past and present, similarities and differences. Cultural and faith stories (Easter)	Planting seeds, life cycles, caring for the environment	Differences between places, environments, countries What do you see, hear, feel in different environments?