

## EYFS Curriculum Overview Cycle A 2017/18



	Power of reading	Hook	KUW	PD	EAP	RE	Trip/Visitors	Forest School
Autumn 1 Enchanted Forest Core theme: Nature	<b>Settling in / Getting to know me / BASELINE ASSESSMENT</b>		Family tree <ul style="list-style-type: none"> <li>Who is important to me? Share photographs of our family</li> <li>Beginning to form friends</li> <li>Similarities and differences between us</li> <li>Significant events</li> <li>Show interest in people around</li> </ul>	Pencil control Copy letter Mark making indoors and outdoors Lunchtime routine Routine for getting dressed for PE / playtime Snack time routine Multiskill in PE	Sing songs about families Singing familiar songs interest in musical instruments Experiments with blocks, colours and marks Drawings of themselves and their family Engage I storytelling and imaginative play	Diwali Macmillan Coffee morning Harvest		
	<b>The Gruffalo</b>	Prior to this session, wrap up in one large parcel, a mouse, fox, owl and snake puppet. Address the package to the class. Invite a child to open the parcel and pull out one of the puppets. Elicit what the children already know about each of the animals. Record the responses into a class journal around a picture of each animal.	Woodland animals Habitats Bravery wall Show care for the environment and living things	Baking Building nests Large play equipment - Gruffalo trail Moving like animals One handed tools Travelling in different ways Using construction tools safely Negative space	Making animal sounds Dance – movement of animals Role play – acting out the story Exploring textures Creating our own characters – collage Owl nests Singing songs linked to woodland animals Explore textures Environmental; sounds		Whinlatter – Gruffalo trail	Observe and talk about the things they have observed such as plants, animals, natural and found objects

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Autumn 2 Reach for the Stars Core theme: Creativity	Owl Babies	Set the scene by introducing the story in a darkened classroom; lights off, blinds down. You could pretend that the lights have stopped working overnight and have the site manager to visit the class and explain the situation to the children. Hand out torches or electric candles for the children to share. Comfort the children; make the atmosphere exciting yet relaxed. If children are overly worried, place a soft table lamp by them. You could prepare for this day by asking the children to bring in a comforter from home that they could hold.	<p>night pictures using the class tablet/computer on Paint or 2simple.</p> <p>Teach the children facts about owls and other nocturnal animals provide them with non-fiction books.</p> <p>Create an 'investigation station' for the children with magnifying glasses, mirrors, feathers, sticks etc.</p> <p>Create a bird bath in the water tray.</p> <p>Investigate birds, placing bird feeders and water trays outside. Allow the children to monitor and record what they observe.</p> <p>Set up a camera and print out still photos of the birds.</p> <p>Allow the children to annotate these in their own way.</p> <p>Look at people who help us.</p> <p>Invite local police/fireman into the setting to give a safety talk about what the children should do if they lose their parent/carer</p> <p>water bottle rockets</p>	<p>Provide the children with a paper plate, feathers, collage pieces and googly eyes.</p> <p>Encourage them to make paper plate owls by selecting their materials and sticking them using tweezers only!</p> <p>Provide blocks, logs and natural materials in the construction area to allow the children to make a tree/nest structure.</p> <p>Allow the children to weave with sticks to make an owl nest.</p> <p>Warm up for a physical development lesson, basing the movement on that of owls.</p> <p>Provide the children with a variety of equipment in which they can practise balancing on like owls/other types of birds.</p> <p>Gymnastics</p>	<p>Sing animal action songs with the children such as 'Two Little Dickie Birds'.</p> <p>Encourage the children to engage in the text by playing alongside them and extending their play.</p> <p>Provide them with resources which they can build their play around.</p> <p>Provide the children with resources to make owl paintings/puppets.</p> <p>Allow children to experiment with colour mixing by providing black paper, chalk and paint. They could paint a firework/bonfire scene.</p> <p>Allow the children to make large scale pictures outdoors inside a stick photo frame.</p>	<p>Remembrance Bonfire night</p> <p>Children in Need</p>	<p>Owl expert / Birds of Pray</p>	<p>Using the floor and things found in the natural environment e.g. mud painting</p> <p>Nest building shelters</p>
Autumn 2 Reach for the Stars Core theme: Creativity	Whatever Next	Space music- Where are we going?	<p>How do you get to the moon?</p> <p>Space transport/Space expeditions</p> <p>Space photographs</p> <p>Planet facts</p> <p>Star constellations</p> <p>Life as an astronaut</p> <p>Taste dried fruit like 'space food'</p> <p>Planet pizzas</p>	<p>Fine motor-clay planets</p> <p>PE-Moon walking and dancing to space music and effects of exercise on body.</p> <p>Importance of keeping clean-linked to story</p> <p>Moving PE equipment safely</p> <p>Healthy eating-sorting</p>	<p>Roleplay NASA space centre</p> <p>Shape rockets</p> <p>How would you get to the moon? -pictures using different media</p> <p>Marbling</p> <p>I love You to the Moon and Back –</p> <p>Xmas calendars</p>		<p>Ratty - R</p> <p>Gin Case – N</p>	<p>Creatures from Outer space</p> <p>Gardening</p>

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Spring 1 Marvellous Me Core theme: Community	<b>So Much Non Fiction – People Who Help Us</b>	Balloon, present and a cake, Blank card Who is it for? Who left it?	Family trees Life cycle How people help us in our community and how we help Similarities’ and differences tea party Caribbean food Seasons Caribbean countries Clothing Compare houses What I what to be when I grow up Special occasions School family	Weaving Body parts Keeping health Self-care Reliance	Tie dying / fabric printing Felting making pattern and repetition Card making Family portraits Warning signs	Hinduism	Mountain rescue visit Health visitor Nurse Police Fire Parent’s jobs Visit old people invite them into school	Portraits Planting
Spring 2 Journeys Core theme: Independence	<b>We Are Going on a Bear Hunt</b>  <b>The train Ride</b>	Have a pack bag ready with things we need for a bear hunt. Discuss with children where could we go, what are we looking for etc...  Leave a train ticket lying about. Whose it is? What is it used for? Show children a clip of a moving train. Where is it going? Where has it been? Where would you like to go in a train? What can you hear?	Look at homes and habitats why do different animals and creatures live where they do? Investigate maps, tube, bus, local area. Look at signs and symbols that give instructions or directions for a journey. Make own signs and draw own maps on a small and large scale (chalk on the playground, large rolls of paper, smaller individual maps). Use roamers, bee-bots or remote controlled toys to follow routes and map journeys	Ball skills Use large and small equipment to explore journeys and travelling. Look at prepositions like over, under, across, above, below, around and work out ways of travelling on equipment or around a space. There is much opportunity to develop gross motor strength through the actions employed in the storytelling, as well as developing fine motor skills in the children’s collage work.	Textures to show different parts of the story. Make own maps of the bear hunt Role play act out story Play with the train set, creating small world scenes for each of the platforms from which small world figures can alight or board the trains. Use construction or natural materials to build a 3-D scene or tracks built on top of large scale paper on drawing changing landscapes. Explore these settings in greater depth. Use paints and pastels to create bright artwork in the style of Stephen Lambert t	Easter Mother’s day	Train ride Harbour	Gardening

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Summer 1 Splash Core theme: Respect	<b>Splash, Anna Hibiscus!</b>  <b>Seaside Poems</b>	Play the children the sound of the sea washing up on the beach ( <a href="https://audioboom.com/b00s/3333868-calmevening-trwyn-lanbedrog">https://audioboom.com/b00s/3333868-calmevening-trwyn-lanbedrog</a> ) ask them to listen carefully (they can close their eyes if they feel comfortable to) ask: Where do you think you are? What makes you think that? Provide the children with pastels or paints and invite them to draw what they could hear.	Spend some time looking at the end papers. What can they see? Is this city like cities they are familiar with? cut the illustration into pieces and ask the children to sort into things they are familiar with and things that are different. Collect together images of African markets, cities and beaches, fabrics, foods etc. for the children to explore? What's different from the things that are familiar to them? Sorting exercise using the objects. Revisit the images on display from the book for further clues to Anna's lifestyle Investigate water shapes and sounds Provide bottles with lids so the children can investigate making waves Use water to paint splashes on the ground outside. Water safety	Athletics Sports day  Spatting Jumping in puddles Making waves Water bombs Parachute Dams Water danger	Rainbow puddles Marbling Water colours –pipets Salt water crystals painting	Buddhism	Beach – Mawbray	Decorate stones Splash in muddy puddles Gardening
Summer 2 No place like home: Core theme: Nurture	<b>Three Little Pigs</b> <b>Goldilocks and the Three Bears</b>	Go into the woods and find a pile of sticks, straws and bricks  Porridge left out, chairs knocked over!	Types of house/ structures What we need to build a wall Materials Changes over time – cooking Houses around the world Houses through history	Building structures Risks assessments	Design and make a house Drama Bed covers Class patch work quilt	Islam	Builder to visit Teddy bears picnic Father's day Walk for looking at types of house	Problem solving Building homes Identifying footprint