



Curriculum Planner

Term: Summer 1 2022 Year: EYFS

Church school value of the term:

British value of the term:

Respect

Mutual Respect

Dream big

High academic ambition
High expectations
Career aspirations
The world is your oyster!

Love God

Church School Values
Christian Distinctiveness
Social, Moral, Spiritual, Cultural
Caring for our environment

Live well

Healthy lifestyles
Emotional wellbeing
Staying safe
Healthy Relationships

Key books
Working together
Whole group book shares
Class library to encourage home reading
Confidence in sharing and talking about books
Phonics
Talk for Writing / Story sacks / Re-telling stories/Story listening station
Descriptive language: characters.
Story and character focus on topic: repetitive phrases.
Respecting each others' views and opinions in Aspirations
Dreams for our future

Respect – Collective worship focus
Class collective worship book
Class reflection area
Whole school collective worship
Watching the seasons change
Caring for plants as they grow
End of day and lunchtime prayers
Godly play
Litter picking
Discussions about feelings
Wild Challenge

Fruit, milk and water – keeping our bodies healthy
Family traditions
Gross motor skills on climbing equipment
Getting changed for PE – independence
Cleaning teeth as part of their routine
Washing hands
Being aware when children need the toilet
Going to the toilet independently
Modelling play for new children
Healthy eating
Planting vegetables
Change in seasons
Looking after our bodies

Traditional tales!

Communication and language		Physical development	Personal, social and emotional development
<p>Nursery use Elklan activities to support children’s understanding and verbal reasoning.</p> <p>Nursery and Reception use Wellcomm to support children with English as an Additional Language.</p> <p>Reception use Wellcomm as an early language intervention</p> <p>All adults model good spoken English and develop children’s vocabulary through the use of quality texts, discussions and modelling.</p> <p>Modelling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need.</p>		<p>See pre-writing skills progression document for details of how we support children’s fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.</p> <p>Develop the small motor skills so that they can use a range of tools, competently, safely and confidently.</p> <p>Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Nursery New children throughout the year Settling in / Building relationships / Social interactions</p>
Nursery	<p>Develop repertoire of songs Listening to stories retaining key vocabulary.</p> <p>Retell stories – story structure, setting ad characters.</p> <p>Talk for writing - support to use connectives – Once upon a time, first, next, then and finally.</p> <p>Narrative in talk during play</p> <p>Ask questions –</p> <p>Understand why questions</p> <p>Talking in front of others</p> <p>Use talk to organize themselves.</p> <p>Ask who what when how questions</p>	<p>Gross motor – develop ball skills</p> <p>Remembering sequences of movements</p> <p>Negotiation space</p> <p>Fine motor</p> <p>Mark making focus –zigzag</p> <p>Consistent and comfortable grip of pencil</p> <p>Letter formation</p> <p>Control of scissors</p> <p>Independently eat with a knife and fork</p> <p>Safe use of equipment</p> <p>Healthy choices about food and drink.</p> <p>Working as a team. Playing games.</p> <p>Tooth brush awareness</p>	<p>Healthy bodies</p> <p>Healthy minds</p> <p>Awareness of others feelings</p> <p>Support to initiate play and keep it going.</p> <p>Develop confidence in new situations.</p> <p>Resolve conflict</p> <p>Aware of others feelings</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</p>	<p>Retell stories Talk for writing Story language Know different features of a text Engage in conversation with others</p>	<p><u>Co-operation and solve problems</u> Organise and match various items, images, colours and symbols. Work with a partner to listen, share ideas, question and choose. Collect, distinguish and differentiate colours and create a shape as a team. Move confidently and cooperatively in space. Travel in a range of ways. Gross Motor – Use climbing equipment safely and competently. Negotiate space effectively Fine Motor- Use a dominant hand Begin to form recognisable letters. Use a pencil effectively. Form recognisable letters. Begin to use scissors effectively. Independently – Attend to toileting needs Wash hands independently Brush teeth, use the toilet and wash hands independently. Healthy choices – Start to think about healthy food choices, exercise and hygiene can contribute to good health</p>	<p>Talking about relationships Resolve conflict Form positive attachments to adults Express feelings and needs</p>
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Literacy Reception follow Ruth Miskin's Read, Write inc as our systematic synthetic phonics programme.		Mathematics	Understanding the World / People and communities
Nursery	<p>Collaborative story maps – events and characters Book corner Daily story time Talk for writing - Collaborative story maps Poems and extend rhymes Rhyming books Alliteration in stories Weekly book focus – extended conversations and extending vocabulary. Book/title/cover RWI pictures linked to sounds Oral blending games/words in routines. Compare characters Write some sounds accurately. Independent marks for a purpose eg. Shopping lists in the role play. Confidently talking about marks</p> <p>'The Gingerbread Man' 'The Tiger who came to Tea' 'Little Red Riding Hood'</p>	<p>2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language. Problem solving</p> <p>On the Launch pad The Crayons books of numbers Goodnight numbers</p>	<p>Extend vocabulary to describe what they see. Changes and differences in materials. Different environment and people. Looking after the environment Observe Seasonal changes How things work Forces Maps linked to stories or familiar places. Identifying feature in local area – shop, school, home, park, fire station, football stadium, church</p>
Reception	<p>Talk for writing – story sequencing Extending sentence Spelling familiar words Use learnt words and phrases to discuss stories and during role play Goldilocks and the Three bears Where's my teddy Story boards Writing rhyme Extended writing Capital letters/full stops</p> <p>The gingerbread man Little red riding hood Little red</p>	<p>20 and beyond 10 frames Estimating Ordering numbers to 20 Tangrams More (adding) Take away First, then, now Making shapes Doubling Sharing Even/odd</p>	<p>Different environments Book settings</p> <p>RE: Why is the word God so important to Christians (creation)</p>

Expressive arts and design		Cultural capital	Global Learning
Nursery	<p>Use of narrative in pretend play – tradition stories, core text and repetitive texts</p> <p>Joining materials and explore textures.</p> <p>Use drawing to represent emotions.</p> <p>Use colours for a purpose.</p> <p>Say what they like or dislike about their creations.</p> <p>Notice what others do and adapt own creations.</p> <p>Sing using melody</p> <p>Respond to what they have heard.</p> <p>Matching sounds and movements to a tempo.</p> <p>Create sounds to accompany stories</p> <p>Story Character images showing emotions</p> <p>Stories and props in play. Making own props for use in play</p>	<p>Use of outside space.</p> <p>High quality language and communication skills modelled.</p> <p>Access to high quality text within books throughout the curriculum</p> <p>Meals together</p> <p>Stories</p> <p>Planting / gardening / growing own food/vegetables</p>	<p>Language of the moment</p> <p>Multicultural books</p> <p>Talking about countries of Nationality</p> <p>Global Learning areas in classrooms – Child initiated play conversations</p> <p>EYFS Picture News when appropriate.</p>
			Core texts
			<p>Nursery</p> <p>The Very Hungry Caterpillar The Three Little Pigs</p> <p>The Gingerbread Man Whatever Next!</p> <p>Little Red Riding Hood Peace at Last</p> <p>Noah’s Ark Owl Babies</p>
			<p>Reception</p> <p>Goldilocks and the Three Bears Oi Frog!</p> <p>We’re Going on a Bear Hunt</p> <p>Jack and the Beanstalk</p> <p>How to catch a star</p> <p>The Tiger who came to Tea</p> <p>The Nativity The Gruffalo</p>
Reception	<p>Printing</p> <p>Music: Big Bear Funk - A Transition Unit:</p> <p>Charanga:1. Listen and appraise Singing, improvising and playing classroom instruments 3.</p> <p>Perform and Share</p>	<p>Cultural capital</p> <p>Outdoor space</p> <p>Lunchtimes on the field with older children</p> <p>Storytime</p> <p>Tractor visit</p> <p>Meet a farmer</p> <p>Planting and gardening</p>	<p>Caring for our environment and each other</p> <ul style="list-style-type: none"> • Litter picking • Washing hands • Supporting with toileting • Helping our friends • Woodland walk • Teeth cleaning in Nursery

Parental engagement:

Tapestry
Reading challenges
Library books

Visitors and visits

Teeth cleaning lady to visit Nursery 9th May Tractor visit/ meet a farmer – Reception classes