



# Curriculum Planner

**Term: Summer 1 2024 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!

<b>Communication and language</b> <b>Nursery</b> use Elklan activities to support children’s understanding and verbal reasoning. <b>Nursery and Reception</b> use Wellcomm to support children with English as an Additional Language. <b>Reception</b> use Wellcomm as an early language intervention All adults model good spoken English and develop children’s vocabulary through the use of quality texts, discussions and modelling. <b>Modelling</b> – 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.		<b>Physical development</b> See <b>pre-writing skills</b> 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.  Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.	<b>Personal, social and emotional development</b> <b>Nursery New children throughout the year</b> Settling in / Building relationships / Social interactions
<b>Nursery</b>	Develop repertoire of songs Listening to stories retaining key vocabulary. Retell stories – story structure, setting ad characters. Talk for writing - support to use connectives – Once upon a time, first, next, then and finally. Narrative in talk during play Ask questions – Understand why questions Talking in front of others Use talk to organize themselves. Ask who what when how questions	<b>Gross motor</b> – develop ball skills Remembering sequences of movements Negotiation space <b>Fine motor</b> Mark making focus –zigzag Consistent and comfortable grip of pencil Letter formation Control of scissors <b>Independently</b> eat with a knife and fork <b>Safe</b> use of equipment <b>Healthy choices</b> about food and drink. Working as a team. Playing games. Tooth brush awareness	Healthy bodies Healthy minds Awareness of others feelings Support to initiate play and keep it going. Develop confidence in new situations. Resolve conflict Aware of others feelings
<b>Reception</b>	Retell stories Talk for writing Story language Know different features of a text Engage in conversation with others WELLCOMM activities Word Aware vocabulary	<u>Cooperation 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. <b>Gross Motor</b> – Use climbing equipment safely and competently. Negotiate space effectively <b>Fine Motor-</b> Use a dominant hand Begin to form recognisable letters. Use a pencil effectively. Form recognisable letters. Begin to use scissors effectively. <b>Independently</b> – Attend to toileting needs Wash hands independently Brush teeth, use the toilet and wash hands independently. <b>Healthy choices</b> – Start to think about healthy food choices, exercise and hygiene can contribute to good health.	Talking about relationships Resolve conflict Form positive attachments to adults Express feelings and needs

<b>Literacy</b> Reception follow Ruth Miskin's Read, Write inc as our systematic synthetic phonics programme.		<b>Mathematics</b>	<b>Understanding the World / People and communities</b>
<b>Nursery</b>	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 'The Gingerbread Man' 'The Tiger who came to Tea' 'Little Red Riding Hood'	2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language. Problem solving  On the Launch pad The Crayons books of numbers Goodnight numbers	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 etc
<b>Reception</b>	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 Drawing Club Word Aware Goldilock and the Three Bears The gingerbread man Little red riding hood	20 and beyond 10 frames Estimating Ordering numbers to 20 Tangrams More (adding) Take away First, then, now Making shapes Doubling Sharing Even/odd	Different environments Book settings TastED  RE: Why is the word God so important to Christians (creation)

<b>Expressive arts and design</b>		<b>Cultural capital</b>	<b>Global Learning</b>
<b>Nursery</b>	Use of narrative in pretend play – tradition stories, core text and repetitive texts Joining materials and explore textures. Use drawing to represent emotions. Use colours for a purpose. Say what they like or dislike about their creations. Notice what others do and adapt own creations. Sing using melody Respond to what they have heard. Matching sounds and movements to a tempo. Create sounds to accompany stories Story Character images showing emotions Stories and props in play. Making own props for use in play	Use of outside space. High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Meals together Stories Planting – gardening – growing own food/vegetables	Language of the moment Multicultural books Talking about countries of Nationality Global Learning areas in classrooms – Child initiated play conversations EYFS Picture News when appropriate.
<b>Reception</b>	Printing Big Bear Funk - A Transition Unit: 1. Listen and appraise Singing, improvising and playing classroom instruments 3. Perform and Share	<div style="text-align: center;"><b>Core text</b></div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Nursery</b></p> <p>The Very Hungry Caterpillar            The Gingerbread Man            Little Red Riding Hood            Noah’s Ark</p> <p><b>Reception</b></p> <p>Goldilocks and the Three Bears            We’re Going on a Bear Hunt            How to catch a star            The Nativity</p> </div> <div style="width: 45%;"> <p>The Three Little Pigs            Whatever Next!            Peace at Last            Owl Babies</p> <p>Oi Frog!            Jack and the Beanstalk            The Tiger who came to Tea            The Gruffalo</p> </div> </div>	<div style="text-align: center;"><b>Caring for our environment and each other</b></div> <ul style="list-style-type: none"> <li>• Litter picking</li> <li>• Washing hands</li> <li>• Supporting with toileting</li> <li>• Helping our friends</li> <li>• Woodland walk</li> <li>• Teeth cleaning in Nursery</li> </ul>

**Parental engagement:**

Tapestry  
 Reading challenges  
 Library books

**Visitors and visits**

Teeth cleaning lady to visit Nursery 9<sup>th</sup> May