



## Curriculum Planner

**Term: Spring 2 2024 Year: EYFS**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Church school value of the term:		British value of the term:	
Friendship		Tolerance of those of different faiths and beliefs	
<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> 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	Friendship – 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	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	

## The world around us!

<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 Talk for writing Listening to stories retaining key vocabulary. Retell stories – story structure. Answer questions about stories – Elklan Blank assessments. Sing familiar songs Respond to instructions and begin to respond to questions Ask questions Longer sentences – understood by others. Use of connectives.	<b>Gross motor</b> – balancing and climbing with alternate feet. Hop, skip, jump and stand on one leg. Negotiation space <b>Fine motor</b> - One handed tools comfortable/tripod grip of pencil – fine motor Mark making focus – wavy lines Name writing <b>Independently</b> eat with a knife and fork <b>Safe</b> use of equipment Working as a team. Playing games. <b>Being healthy</b> Describe what happens to our bodies when we exercise. Tooth brushing awareness.	Caring for others Changes in our bodies Feelings – talk about in circle time – link to stories. Independence within the environment. Looking after resources - respect Independently follow rules. Ask adult for support appropriately. Use of equipment and areas of Nursery safely.
<b>Reception</b>	Talk for writing Discuss changes in the environment Describe using senses Sing songs Respond to stories Make choice Name and sort living things	<u>Dance</u> Recognise that actions can be reproduced in time to music; beat patterns and different speeds Perform a wide variety of dance actions both similar and contrasting. Copy, repeat and perform simple movement patterns. <b>Gross Motor</b> Take calculated risks in the outdoor area. Negotiate space effectively. Balance and coordinate safely. <b>Fine Motor</b> Use a dominant hand Begin to form recognisable letters. Begin to use scissors effectively. <b>Independently</b> Handle different apparatus safely. 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.	Understanding people need help Talk about people who help us Discussions around behaviour

<b><u>Literacy</u></b> <b>Reception</b> follow Ruth Miskin's Read, Write inc as our systematic synthetic phonics programme.		<b><u>Mathematics</u></b>	<b><u>Understanding the World / People and communities</u></b>
<b><u>Nursery</u></b>	Book corner Daily story time – joining in with repetitive stories Talk for writing – parts/structure of a story. Poems and extend rhymes Rhyming books Alliteration in stories Weekly book focus – extended conversations and extending vocabulary. Book/Title/Cover Find letters in names RWI pictures What next questions Ordering stories or previous events/experiences Name writing Use recognizable sound shapes in their independent mark making. Independent marks for a purpose eg. Shopping lists in the role play. Confidently talk about marks – marks give meaning Books about plants/Spring Why the sky blue? When will it be Spring? Spring it here Jack and the Beanstalk	One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.  One is a Snail, Ten is a Crab We all went on Safari Ten Little Dinosaurs	Exploring natural materials and the world using senses. Talking about world around them. Growing plants/decay What do plants needs? Differences in plants Plant life cycles Respect for living things Different countries Confident use of ipad Easter Observe Seasonal changes
<b><u>Reception</u></b>	Talk for writing - sequence story, instructions. Traditional tales Rhymes and poems Bean diary Instructions – planting a bean Signs of spring – what can we find? Retell stories – Jack and the beanstalk Story mapping Easter recount Jack and the Beanstalk The enormous turnip The giant of Jum What's this? A seed story Titch Smartest Giant in town Drawing Club – vocabulary focus	Introduce Zero Composition of number Numbers 5-10 Altogether Capacity Measuring Adding more Length and Height Number bonds to 10 3D shapes Pattern	Plants Gardening Changes in the environment The world and different countries  RE: Easter

<b><u>Expressive arts and design</u></b>		<b><u>Cultural capital</u></b>	<b><u>Global Learning</u></b>
<b><u>Nursery</u></b>	<p>Making small worlds of their own for play</p> <p>Developing own ideas and express using materials.</p> <p>Adapting as they make.</p> <p>Use textures to make an effect.</p> <p>Use tools and materials for a purpose.</p> <p>Drawing represent movement.</p> <p>Using paint to mix colours and talk about what is happening.</p> <p>Sing a range of songs using pitch.</p> <p>Identify different sounds.</p> <p>Make sounds for a purpose – eg. within a story</p> <p>Different cultures around the world - artists, music , stories and dance.</p> <p>Feely bags – describing objects.</p> <p>Artist and composer of the month</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 –</p> <p>Child initiated play conversations</p> <p>EYFS Picture News when appropriate.</p> <p>Happiness project</p>
<b><u>Reception</u></b>	<p>Textiles</p> <p>Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Artist and composer of the month</p>	<p><b><u>Nursery</u></b></p> <p>The Very Hungry Caterpillar</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>Noah’s Ark</p> <p><b><u>Reception</u></b></p> <p>Goldilocks and the Three Bears</p> <p>We’re Going on a Bear Hunt</p> <p>How to catch a star</p> <p>The Nativity</p> <p><b><u>Core text</u></b></p> <p>The Three Little Pigs</p> <p>Whatever Next!</p> <p>Peace at Last</p> <p>Owl Babies</p> <p>Oi Frog!</p> <p>Jack and the Beanstalk</p> <p>The Tiger who came to Tea</p> <p>The Gruffalo</p>	<p><b><u>Caring for our environment and each other</u></b></p> <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> </ul>

### **Parental engagement:**

Tapestry

Library books

Parents meetings

### **Visitors and visits**

Visit to the Fire Station - Reception