

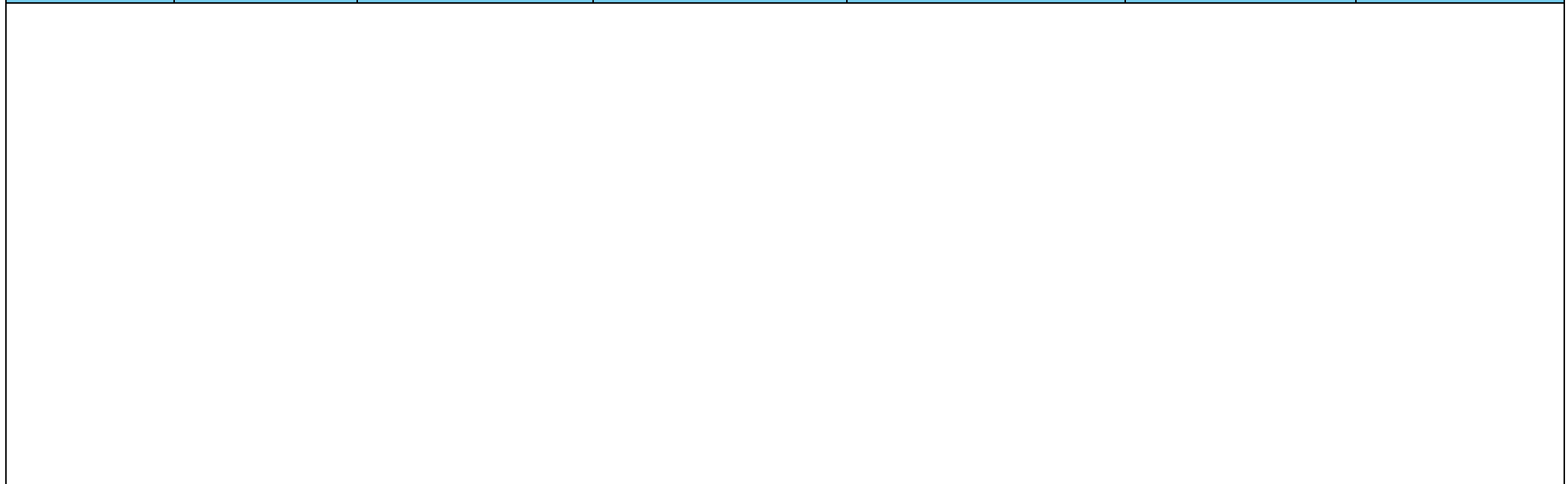
EYFS Curriculum two year cycle **Reception**

	Autumn 1 2024	Autumn 2 2024	Spring 1 2025	Spring 2 2025	Summer 1 2025	Summer 2 2025
	Ourselves and our world. London, Kings and queens	Traditional tales Christmas Festivals/Celebrations	People who help us Transport	Changes (seasonal/environmental/ manmade)	Mini beasts	Water under the sea And different localities
Literacy	Suggested texts: Splat the cat The queens hat Katie goes to London Katie and the British Artists Paddington visits the palace All about London	Suggested texts: The Jolly Christmas Postman Range of traditional tales Instructions/Maps Celebrations	Suggested texts: Side by side (belonging) Little Penguin (belonging) Chinese New Year People who help us?	Suggested texts: The tadpoles promise Jaspers Beanstalk What the ladybird heard Life Cycles books	Suggested texts: Hungry Caterpillar The bad-tempered lady bird Aaaarrgh, Spider! Mini beast books	Suggested texts: The Lighthouse keeper's lunch Clean up The snail and the whale Town house country mouse Recycling books
Happy Handwriting			Week 1-10	Week 11-20	Week 21-30	
Little Wandle Phonics	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	Week 21-25
Reading	Blending oral games Establish sharing books	Reading Phase 2.1-2.3	Reading Phase 2.4-2.5	Reading Phase 3.1	Reading Phase 3.2 Age related 2.5	Reading Phase 4.1 Age related 2.5
Communication and language	Describe events in some detail. Develop social phrases. Engage in non-fiction books. Read individual Phase 2 letters by saying the sounds for them. Blend Phase 2 sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to	Listen carefully to rhymes and songs, paying attention to how they sound. Read individual Phase 2/3 letters by saying the sounds for them. Blend Phase 2/3 sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-	Connect one idea or action to another using a range of connectives orally. Read individual Phase 3 letters by saying the sounds for them. Blend Phase 3 sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-letter correspondences using finger spaces.	Recite rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Read individual Phase 3/4 letters by saying the sounds for them. Blend Phase 3/4 sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-letter correspondences using a full stop.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Read individual Phase 4 letters by saying the sounds for them. Blend Phase 4 sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme.	Connect one idea or action to another using a range of connectives in writing. Re-read what they have written to check that it makes sense. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using

	the school's phonic programme. Write short sentences.	letter correspondences introducing finger spaces.			Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	a capital letter, full stop and connective.
Visits R And community	Local environment McMillan Coffee morning Pumpkin autumn walk	Severndroog Castle Production Christmas celebration	Invite in police, paramedic, firefighters etc Chinese NY celebration	Woodlands Farm (moved due to snow 2023) Easter celebration	Caterpillars Mini beast hunt in our environment – bug hotel?	London trip Beach trip Park trip Farm trip Sports day
Mathematics	Count objects, actions and sounds. 0-3 focus Subitise Show small quantities in familiar patterns (for example, dice) and random arrangements. Link the number symbol (numeral) with its cardinal number value. Display numerals in order alongside dot quantities or tens frame arrangements Compare numbers Use vocabulary: 'more than' Composition Explore the composition/number bonds of numbers to 5. Automatically number bonds for numbers 0-5. money spatial reasoning skills Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and	Count objects, actions and sounds. 3-5 focus Subitise Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Compare numbers Use vocabulary: 'less than', 'fewer' Composition Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 4 spatial reasoning skills Investigate how shapes can be combined to make new shapes Day/Night Seasons Autumn	Count objects, actions and sounds. 5-7 focus Subitise Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Link the number symbol (numeral) with its cardinal number value. Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements. Compare numbers Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Compare numbers Use vocabulary: 'more than' Composition Explore the composition/number bonds of numbers to 8. Automatically number bonds for numbers 5-8. money spatial reasoning skills Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided	Count objects, actions and sounds. 7-10 focus Subitise Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Count beyond ten. Count verbally beyond 11-20 Provide images such as number tracks, calendars and hundred squares indoors and out Compare numbers Number challenges Composition Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 8 spatial reasoning skills Find 2D shapes within 3D shapes, including through printing or shadow play. Continue, copy and create repeating patterns. Make patterns with varying rules Compare length, weight and capacity. Model comparative language using 'than' Seasons Spring	Count objects, actions and sounds. 10 +focus Subitise Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Link the number symbol (numeral) with its cardinal number value. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. Compare numbers Number challenges Compare numbers Use vocabulary: 'more than' Composition Explore the composition/number bonds of numbers to 10. Automatically number bonds for numbers 8 – 10 Money spatial reasoning skills Teach children to solve a range of jigsaws of increasing challenge.	Count objects, actions and sounds. 10 +focus Subitise Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Count beyond ten. Count verbally beyond 20, pausing at each multiple of 10 Provide images such as number tracks, calendars and hundred squares indoors and out Compare numbers Number stories Composition Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 10 Continue, copy and create repeating patterns.

	magnetic construction tiles, as well as found materials		by knowledge of learning trajectories: Seasons Winter		Days of the week	Make patterns with varying rules Seasons Summer
N-rich	Number socks Shape and space packing	Shape and space Shapes in a bag Patterns Collecting	Number Show me 5 Measure Cooking with children	Shape and space mapping Number Hidden Jewels	Number Baskets Number Voting station	Shape and space Obstacle course Number Estimation station
Mastering number	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	
Physical	Gymnastics : Gym in the jungle <ul style="list-style-type: none"> To develop the ability to move in a range of ways. To increase the ability to move around and onto equipment. To increase the ability to move under and onto equipment. To increase the ability to move over and onto equipment. To increase the ability to move through and onto equipment. To combine movements together while negotiating different equipment Zumba 5 a day Cosmic yoga	Dance: Dance until you drop <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) Zumba 5 a day Cosmic yoga	Games : Best of Balls <ul style="list-style-type: none"> To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball. Zumba 5 a day Cosmic yoga	Gymnastics: Jumping Jacks and rock and roll <ul style="list-style-type: none"> To develop the ability to jump in a range of ways from one space to another. To control my body when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability to roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control. Zumba 5 a day Cosmic yoga	Dance: Dinosaurs <ul style="list-style-type: none"> To develop the ability to create movements to music. To join practice movements and join them together to create a motif. To practice and improve a dance motif. To work as a team to create a short dance. To remember and perform a short dance. To evaluate and improve a short dance. Zumba 5 a day Cosmic yoga	Games : The Olympic pack <ul style="list-style-type: none"> To develop the ability to throw an object. To develop the ability to move at speed. To adapt the body when moving at speed. To learn how to jump safely. To develop the ability to jump in different ways Zumba 5 a day Cosmic yoga
Understanding the world	Ourselves Talk about members of their immediate family and community. Name and describe	Hans Christian Anderson Diwali Christmas Hannukah Understand that some places are special to members of their	The Wright Brothers Isambard Brunel Amelia Earhart Chinese New Year Compare and contrast characters from stories,	Teeth, growing and change Forces Easter Holi Recognise that people have different beliefs and celebrate special times in different ways.	David Attenburgh butterflies, tadpoles, growing plants Explore the natural world around them. Understand the effect of changing	Christopher Columbus Nelson Titanic Floating and sinking Holidays Compare and contrast characters from stories,
Expressive arts and design						

<p>Computing</p>	<p>people who are familiar to them. Queen Elizabeth II Castles and royals around the world Comment on images of familiar situations in the past. Harvest Silhouettes and Shadows Explore, use and refine a variety of artistic effects colour mixing - hues to express their ideas and feelings Vincent Van Gogh</p> <p>Online safety Keeping ourselves safe online</p>	<p>community. Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects clay to express their ideas and feelings John Meirs</p> <p>Online safety Keeping ourselves safe online – introduce to the hub</p>	<p>including figures from the past. Listen attentively, move to and talk about music, expressing their feelings and responses. Bridges – magnets Animals from around the world Climates Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Explore, use and refine a variety of artistic effects collage to express their ideas and feelings Henri Rousseau</p> <p>Coding Focus Bee-bots</p>	<p>Explore, use and refine a variety of artistic effects clay/water colours to express their ideas and feelings Lorien Stern Hokusai</p> <p>Coding Focus Sphero Balls</p>	<p>seasons on the natural world around them. Climates around the world Recognise some similarities and differences between life in this country and life in other countries. Explore, use and refine a variety of artistic effects oil pastels /ink wash to express their ideas and feelings Henri Matisse Georgia O'Keefe</p> <p>Digital Literacy Vocab focus Website</p>	<p>including figures from the past. Explore, use and refine a variety of artistic effects mixed media to express their ideas and feelings JMW turner Claude Monet</p> <p>Digital Literacy Vocab focus App</p>
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EYFS Curriculum two year cycle **Reception**

	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024
	Ourselves and our world. Homes around the world. Traditional tales	Space, light and dark Christmas Festivals/Celebrations	Stories from around the world	Superheroes/Keeping healthy and strong -fruit and vegetables	Growing	Water (Use of – irrigation and plumbing)
Literacy	Suggested texts: Jill Murphy Author focus The large family five minutes peace	Suggested texts: Scared of the dark How to catch a star The way back home The blackest hole in space Traditional tales	Suggested texts: The Tiger child Handa's surprise The Great Race	Suggested texts: Elliot midnight superheroes Supertato Super Daisy	Suggested texts: How to grow a dinosaur Cave baby Dinosaurs love underpants Katie and the Dinosaur	Suggested texts: The selfish crocodile Billy's bucket Bog baby
Visits R And community	Local environment Macmillan Coffee morning Pumpkin autumn walk	Oxleas wood Little red riding hood Severdroog Castle Post box Christmas celebration	Invite in police, paramedic, firefighters etc Chinese NY celebration	Woodlands Farm Easter celebration	Caterpillars Mini beast hunt in our environment – bug hotel?	London trip Beach trip Park trip Sports day
Happy Handwriting			Week 1-10	Week 11-20	Week 21-30	
Little Wandle Phonics	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21 - 25	Week 26-30
Little Wandle Reading	Blending oral games Establish sharing books	Reading Phase 2.1-2.3	Reading Phase 2.4-2.5	Reading Phase 3.1	Reading Phase 3.2 Age related 2.5	Reading Phase 4.1 Age related 2.5
Communication and language	Describe events in some detail. Develop social phrases. Engage in non-fiction books. Read individual Phase 2 letters by saying the sounds for them. Blend Phase 2 sounds into words, so that they can read short words made up of known letter– sound	Listen carefully to rhymes and songs, paying attention to how they sound. Read individual Phase 2/3 letters by saying the sounds for them. Blend Phase 2/3 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the	Connect one idea or action to another using a range of connectives orally. Read individual Phase 3 letters by saying the sounds for them. Blend Phase 3 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme.	Recite rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Read individual Phase 3/4 letters by saying the sounds for them. Blend Phase 3/4 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-letter	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Read individual Phase 4 letters by saying the sounds for them. Blend Phase 4 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception	Connect one idea or action to another using a range of connectives in writing. Re-read what they have written to check that it makes sense. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with

	<p>correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences.</p>	<p>school's phonic programme. Write short sentences with words with known sound-letter correspondences introducing finger spaces.</p>	<p>Write short sentences with words with known sound-letter correspondences using finger spaces.</p>	<p>correspondences using a full stop.</p>	<p>words matched to the school's phonic programme. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>words with known sound-letter correspondences using a capital letter, full stop and connective.</p>
Mathematics	<p>Count objects, actions and sounds. 0-3 focus Subitise Show small quantities in familiar patterns (for example, dice) and random arrangements. Link the number symbol (numeral) with its cardinal number value. Display numerals in order alongside dot quantities or tens frame arrangements Compare numbers Use vocabulary: 'more than' Composition Explore the composition/number bonds of numbers to 5. Automatically number bonds for numbers 0-5. money spatial reasoning skills Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials</p>	<p>Count objects, actions and sounds. 3-5 focus Subitise Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Compare numbers Use vocabulary: 'less than', 'fewer' Composition Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 4 spatial reasoning skills Investigate how shapes can be combined to make new shapes Day/Night Seasons Autumn</p>	<p>Count objects, actions and sounds. 5-7 focus Subitise Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Link the number symbol (numeral) with its cardinal number value. Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements. Compare numbers Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Compare numbers Use vocabulary: 'more than' Composition Explore the composition/number bonds of numbers to 8. Automatically number bonds for numbers 5-8. money spatial reasoning skills Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: Seasons Winter</p>	<p>Count objects, actions and sounds. 7-10 focus Subitise Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Count beyond ten. Count verbally beyond 11-20 Provide images such as number tracks, calendars and hundred squares indoors and out Compare numbers Number challenges Composition Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 8 spatial reasoning skills Find 2D shapes within 3D shapes, including through printing or shadow play. Continue, copy and create repeating patterns. Make patterns with varying rules Compare length, weight and capacity. Model comparative language using 'than' Seasons Spring</p>	<p>Count objects, actions and sounds. 10 +focus Subitise Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Link the number symbol (numeral) with its cardinal number value. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. Compare numbers Number challenges Compare numbers Use vocabulary: 'more than' Composition Explore the composition/number bonds of numbers to 10. Automatically number bonds for numbers 8 – 10 Money spatial reasoning skills Teach children to solve a range of jigsaws of increasing challenge. Days of the week</p>	<p>Count objects, actions and sounds. 10 +focus Subitise Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Count beyond ten. Count verbally beyond 20, pausing at each multiple of 10 Provide images such as number tracks, calendars and hundred squares indoors and out Compare numbers Number stories Composition Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 10 Continue, copy and create repeating patterns. Make patterns with varying rules Seasons Summer</p>

Mastering number	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	
N-rich	Number socks Shape and space packing	Shape and space Shapes in a bag Patterns Collecting	Number Show me 5 Measure Cooking with children	Shape and space mapping Number Hidden Jewels	Number Baskets Number Voting station	Shape and space Obstacle course Number Estimation station
Physical	Gymnastics : Gym in the jungle <ul style="list-style-type: none"> To develop the ability to move in a range of ways. To increase the ability to move around and onto equipment. To increase the ability to move under and onto equipment. To increase the ability to move over and onto equipment. To increase the ability to move through and onto equipment. To combine movements together while negotiating different equipment Zumba 5 a day Cosmic yoga	Dance: Dance until you drop <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) Zumba 5 a day Cosmic yoga	Games : Best of Balls <ul style="list-style-type: none"> To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. • To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. • To develop the ability catch and bounce a ball. To develop the ability to kick a ball. Zumba 5 a day Cosmic yoga	Gymnastics: Jumping Jacks and rock and roll • To develop the ability to jump in a range of ways from one space to another. <ul style="list-style-type: none"> To control my body when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability to roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control. Zumba 5 a day Cosmic yoga	Dance: Dinosaurs <ul style="list-style-type: none"> To develop the ability to create movements to music. To join practice movements and join them together to create a motif. To practice and improve a dance motif. To work as a team to create a short dance. To remember and perform a short dance. To evaluate and improve a short dance. Zumba 5 a day Cosmic yoga	Games : The Olympic pack <ul style="list-style-type: none"> To develop the ability to throw an object. To develop the ability to move at speed. To adapt the body when moving at speed. To learn how to jump safely. To develop the ability to jump in different ways Zumba 5 a day Cosmic yoga

<p>Understanding the world</p> <p>Expressive arts and design</p> <p>Computing</p>	<p>Hans Christian Anderson Traditional tales Ourselves</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Materials Harvest</p> <p>Explore, use and refine a variety of artistic effects colour mixing - hues to express their ideas and feelings</p> <p>Vincent Van Gogh</p> <p>Online safety Keeping ourselves safe online</p>	<p>Neil Armstrong Comment on images of familiar situations in the past.</p> <p>Space, light and dark Silhouettes and Shadows Diwali Christmas Hannukah</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects clay to express their ideas and feelings</p> <p>John Meirs</p> <p>Online safety Keeping ourselves safe online – introduce to the hub</p>	<p>Animals from around the world</p> <p>Explore, use and refine a variety of artistic effects collage to express their ideas and feelings</p> <p>Henri Rousseau</p> <p>Compare and contrast characters from stories, including figures from the past. Jade Emperor</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Chinese New Year</p> <p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Coding Focus Bee-bots</p>	<p>Marie Curie Teeth, growing and change Easter Holi</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore, use and refine a variety of artistic effects clay/water colours to express their ideas and feelings</p> <p>Comic art Piet Mondrian/Andy Worhol</p> <p>Coding Focus Spheroballs</p>	<p>David Attenburgh Mary Anning Dinosaurs, butterflies, tadpoles, growing plants Climates around the world growing plants</p> <p>Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p> <p>Climates around the world</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore, use and refine a variety of artistic effects oil pastels /ink wash to express their ideas and feelings</p> <p>Henri Matisse Georgia O'Keefe</p> <p>Digital Literacy Vocab focus Website</p>	<p>Archimedes Thomas Crapper</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore, use and refine a variety of artistic effects mixed media to express their ideas and feelings</p> <p>JMW turner Claude Monet</p> <p>Digital Literacy Vocab focus App</p>
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