

William Patten EYFS Curriculum 2023 - 2024

EYFS: 2023-2024	Autumn 1 7/9/23- 20/10/23	Autumn 2 30/10/23- 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 22/7/24
	All About Me	Fantasy and Adventure	Traditional Tales and songs	Transport	In the Garden	Journeys
Experiences	Black History Month Home corner enhancement – Autumn, Sukkot, New homes	Superhero Day World Science Day 10.11.23 Home corner enhancement – Christmas, Diwali, Halloween, Bonfire Night	Home corner enhancement – Chinese New Year, Spring cleaning	STEM Home corner enhancement – Easter, Holi, Big Art Day, Ramadan	Home corner enhancement – window boxes and plants, plant catalogues, Eid	Home corner enhancement – holidays, homes around the world
Events and Festivals	<ul style="list-style-type: none"> Baseline Assessments Teddy Bears' Picnic -Fri 29.09.23 @ 1:40 Parents' Evening 	<ul style="list-style-type: none"> Remembrance Day 11th Nov Bonfire Night 5th Nov Diwali 12.11.23 Hanukah / Xmas World Nursery Rhyme Week 13th November Anti-Bullying Week 13th November Assessment Week 11.12.23 	<ul style="list-style-type: none"> Chinese New Year 10.02.24 National Storytelling Week 29th January Children's Mental Health Week 5h February Parents' Evening 	<ul style="list-style-type: none"> World Book Day 7th March International Women's Day 8.3.24 Big Art Day Ramadan (10.3 – 9.4) Mental Health Week 13th March Mother's Day 10th March Safer Internet Day 6th March 24 Autism Awareness Week Assessment Week 18.03.24 	<ul style="list-style-type: none"> Eid-Al-Fitr 9-10.4.24 Parents' Evening 	<ul style="list-style-type: none"> Refugee Week 20.06.24 Sports Day Transition Month July 2024 EYFS Graduation Hispanic Week. Father's Day 16.06.24 Eid-Al-Adha 17.06.24 Assessment Week 01.07.24 Reports for Parents.
Literacy Key Text (Core texts may change, depending on children's needs and interests.)	'Going to School', 'Starting School', 'What I like', 'My Mum', 'My Dad', 'The Colour Monster' and 'The Roar', 'The Family Book', 'Baking with Dad', 'Family and Me', 'It's OK to make mistakes', 'I can't do that yet', 'Beautiful Oops', 'Super Duper you', 'Only one you.' 'From head to toe', 'The Five Senses', 'All kinds of People.'	'Superheroes Don't Get Scared... Or do they?', 'Superkid', 'Max', A Superpower Like Mine', 'Ten Little Superheroes', 'Down the Back of the Chair', 'The Paper Bag Princess', 'The Night Pirates', 'Elliot Midnight Superhero', 'Super Daisy', 'Captain Flinn and the Pirate Dinosaurs', 'Billy's Bucket' and other similar adventure themed books.	'Hansel and Gretel' and 'Rapunzel' by Rachel Isadora, 'Anansi and the Turtle', 'The musicians of Bremen', 'Little Red Hen', 'Jack and the Beanstalk', 'Gingerbread Man', 'The Sweetest Song (The Story Tree Anthology)', 'Goldilocks', 'Little Red Riding Hood', retelling of these traditional tales and Traditional tales from around the world.	'Naughty Bus', 'Red Lorry, Yellow Lorry', 'The Lost Property Office', 'Mrs Armitage on Wheels', 'Cycle City', 'Astro Girl', A World Full of Journeys & Migrations', 'Last Stop on Market Street', 'This Bus is for us', 'William Bee's Wonderful World of Tractors and Farm Machines', 'Emergency', 'Journey', 'The Hundred Decker Bus', 'Mr Gumpy's Motor Car', 'Emma Jane's Aeroplane.'	'Bloom', 'The Gigantic Turnip', 'Mama Miti: Wangari Maathai and the Trees of Kenya', 'Eco Girl', 'Secret Sky Garden', 'The Big Book of Blooms', 'Lifecycles: Seed to Sunflower', 'Katie and the Sunflowers', 'Extraordinary Gardener', Betsy Buglove Saves the Bees', 'Bees: Nature's tiny miracle', 'Monkey Puzzle', 'There's a Tiger in the Garden', 'How the Birds got their Colours', 'Owl Babies', 'Oliver's Vegetables', 'Seasons'	'Bee-bim Bop', 'Dim Sum for Everyone!', 'Lila and the Secret of Rain', 'All the Animals Were Sleeping', 'Up and Down the Andes', 'My Name is Gabriela/Me llamo Gabriela', 'Diary of a Wombat', 'Possum Magic', 'Aboriginal Dreamtime stories', 'Carson Crosses Canada', 'Caribbean Dream', 'Coqui in the City', 'Hana's Hundreds of Hijabs', 'Hana's Surprise', 'Baby Panda', 'Medico Pollito', 'There was a wee lassie who swallowed a Midgie', 'The Giant's Causeway', 'Elephant Dance', 'Wombat Stew', 'The Kiwi's Gift'
Personal, Social and Emotional Development	Jigsaw - Being Me in My World Understanding my place in the class, school and global community as well as devising Learning Charters and classroom rules. Express feelings starting school. Develop good personal hygiene Independently going to the toilet and dressing. Continue to form positive attachments to adults and	Jigsaw - Celebrating Difference Anti-bullying and diversity work. Encourage children to manage their own basic hygiene and personal needs, including dressing and going to the toilet – teach children to put on and take off their coats, organise their belongings e.g. book bags, clothes. Support children to explain the reasons for rules, know right from wrong and try to behave accordingly	Jigsaw - Dreams and Goals Goal setting, aspirations for yourself and the world and working together. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate – use marbles to encourage good teamwork. Play games that necessitate turn-taking and teamwork.	Jigsaw - Healthy Me Examines healthy lifestyle choices. Develop understanding the importance of healthy food choices – make a healthy lunch during Fairtrade Fortnight, discuss the importance of healthy eating and drinking, good sleep routines and exercise. Set homework to support classroom learning.	Jigsaw – Relationships Understanding friendship, family and other relationships, conflict resolution and communication skills. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Use of Zones of Regulation to help children understand the zone that they are in and how to move to the green zone.	Jigsaw - Changing Me Relationship education in the context of coping positively with change Preparation for transition to Y1 – take part in school assemblies, visit Y1 classrooms and meet Y1 teachers. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge – discuss transition to Y1, what will stay the same and what

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	friendships with peers – develop Key Worker relationships.	– refer to classroom rules, working as a team and use of class dojos to promote good behaviours.			Model language of emotional literacy – ‘I can see that you are feeling.... sometimes when I feel like that I....’	will change. Discuss concerns that children may have. Identify children that would benefit from additional support with this transition.
<p>Communication & Language</p> <p>Language of the Month (LotM) – Support children to take part in LotM activities – children to be able to say good morning, good afternoon and other simple greetings, complete lunch register and count to 10 in the LotM.</p> <p>Start our MFL teaching – by introducing common phrases, counting to 10, and naming colours, body parts, plant labelling and foods.</p>	<p>Talk about the seasons, seasonal changes Understand how to listen carefully and why listening is important. Start to use social phrases – Good morning, good afternoon etc. Talk about what we like doing at school and at home. Looking at and discuss family photos, recognise and name member of our family. Encourage children to talk in front of larger groups.</p> <p>Introduce our MFL Spanish – children learn greetings, please and thank you, 6 colours – red, blue, green, yellow, orange, pink)</p>	<p>Discussion about special celebrations and events, including Diwali, Guy Fawkes Day, Hanukah, Christmas. Listen carefully to rhymes and songs, paying attention to how they sound – Xmas songs Listen to and build on the ideas of others – World Science Day, Super-hero themed day. Discuss the recent past, by sharing information about our family history.</p> <p>Discuss different beliefs and ways that we celebrate special times in different ways.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary – a focus during literacy and group work.</p> <p>MFL Spanish – children learn numbers from 1-10, conversational Spanish (My name is...and you? What is your name?), Bird poem, 6 class commands)</p>	<p>Sharing holiday and weekend news. Hot seating. Story mapping - being able to retell familiar tales using key phrases and refrains. Discuss authors, illustrators and compare books written by the same author. Puppet shows, where children use puppets to retell familiar stories. Suggest why things might happen, using recently introduced vocabulary from stories, rhymes and poems.</p> <p>Consolidate use of social phrases – Good morning, good afternoon, please, thank you etc.</p> <p>MFL Spanish – Revise Autumn content, conversational Spanish (How are you? Well, thank you), Body parts for ‘Heads, shoulders’ song</p>	<p>In both whole class and smaller groups discuss different forms of transport in small groups using recently introduced vocabulary. Ask and answer questions related to the topic of transport. Discuss the STEM topic of Growth, explain understanding of growth in animals, plants, physical and mental development.</p> <p>MFL Spanish –Revise previous learning, learn 5 farm animals for cow song, Tillie la Tortuga’ story – Tilly the Tortoise</p>	<p>Observe and describe plant growth and the life cycle of butterflies. Offer explanations for why things might happen, making use of recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p> <p>MFL Spanish – Revise Autumn, & Spring content, conversational Spanish (Please, thank you), 6 fruits, 6 instructional verbs linked with fruits, Fruit role play,</p>	<p>Talk about the journeys we have made, where we have visited, where our families live around the world. Describe life in an urban and rural environment. Talk about the differences & similarities between countries we have visited with our family. Discuss the transition to Year 1, - what will change and what will remain the same. Listen attentively and respond to what they hear with relevant questions and during whole class discussions and small group interactions.</p> <p>MFL Spanish – Revise previous learning, take part in whole school celebrations of Hispanic Week, to celebrate Spanish language and Hispanic culture, learn to name family members, ‘Ricitos de Oro’ story - Goldilocks</p>
<p>Physical Development</p>	<p>Explore different ways of moving our bodies through in the outdoor environment on a range of surfaces.</p> <p>PE sessions - throwing and catching games, exploring ways of moving encouraging children to get out of breath several times a day.</p> <p>Developing fine motor skills – threading, pouring, stirring, construction and malleable materials.</p>	<p>PE lessons - Developing kicking, throwing and catching skills</p> <p>PE- Balance – explore different ways of moving; climbing, jumping, skipping, running, hopping etc.</p> <p>Playing playground games</p> <p>Daily handwriting practise – RWI and Nelson Scheme</p>	<p>Healthy eating – New Year resolutions.</p> <p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, and playdough activities. Additional activities for children identified as needing FMS support.</p> <p>Weekly Gymnastic session.</p>	<p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers and playdough activities.</p> <p>Daily whole class writing focus – to develop GPC, FMS and letter formation.</p> <p>Weekly Gymnastic session.</p> <p>Daily outdoor play sessions – encourage children to explore balance and coordination activities –</p>	<p>Daily handwriting and RWI sessions.</p> <p>P.E. - Games; Develop ball skills, balance and team skills. Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Children to use a range of small tools, including scissors, paintbrushes and garden tools to develop FMS and coordination.</p>	<p>Daily handwriting and RWI sessions.</p> <p>Daily writing task for all children – and encourage children to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>P.E.- Focus teamwork and learn games and activities in preparation for Sports Day.</p>

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	Practising letter formation through handwriting sessions – focus on posture, pencil grip and letter formation.	Additional daily FMS activities for children identified as needing FMS support. Develop independence - putting coats on and doing up zips.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	such as making circuits and balance challenges using outdoor equipment.	Further develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene. Reception children start to have lunch in the lunch hall.	Further develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene. Reception children to continue to have lunch in the lunch hall.
Literacy	<p>Daily story and poetry time – re-read familiar stories and encourage children to join in with repeated refrains. Talk about stories and learn new vocabulary</p> <p>Writing opportunities across the curriculum – clip boards, planning sheets on most areas of learning. Writing and mark making for a purpose Daily self-registration boards. Children write their names on pictures and models. Spell words by identifying the initial and (possibly) final sounds.</p> <p>Label family photos. Label body parts and senses.</p> <p>RWI activities - Daily RWI lessons and activities to support learning phonemes and GPC. Focus – Learn Simple Set 1 sounds and oral blending. Reading irregular words – I, the, said</p> <p>Most children to focus on learning Set 1 sounds. Some children will be able to orally blend and/or read CVC word.</p> <p>End of term RWI assessment and reorganisation of RWI groups.</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Writing instructions, cards, Xmas lists Write their own adventure stories in mini books. Writing letters to/from a fantasy/ adventure character. Daily handwriting sessions and Writing activities to provide opportunities for children to begin to form some lowercase letters correctly. Spell words by identifying the initial and final sounds</p> <p>RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Focus – Learn Simple Set 1 sounds, oral blending and reading CVC words. Reading irregular words – I, the, said</p> <p>Most children to focus on learning Set 1 sounds and assisted blending. Some children will be able to orally blend and/or read CVC word. Some children will focus on reading Paper Ditties.</p> <p>End of term RWI assessment and reorganisation of RWI groups.</p>	<p>Anticipate key events in stories.</p> <p>Retell familiar stories and narratives using their own words and recently introduced vocabulary. Spell words by identifying the sounds and then writing the sound with letter/s. Write phonetically decodable words, short phrases or short sentences with known GPCs using a capital letter and full stop. Write alternative versions of traditional tales. Sequence events in traditional tales. Describe how characters might be feeling at key points of these stories.</p> <p>Learn new vocabulary – assisted by Topic Vocabulary mat.</p> <p>RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Focus – Review Simple Set 1 sounds and learn Set 1 digraphs, oral blending and reading CVC words. Read words consistent with their phonic knowledge by sound-blending Reading irregular words – I, the, said, you, your, my</p> <p>Some children to focus on learning Set 1 sounds and assisted blending. Many children will be able to orally blend and/or read CVC word. Some children will focus on reading Paper Ditties or Red RWI books.</p>	<p>Discuss different forms of transport – consider impact of transport on the environment.</p> <p>Write simple sentences – using capital letters, finger spaces and full stops. Write Mother’s Day cards. Write sentences in response to core books.</p> <p>Learn new vocabulary – assisted by Topic Vocabulary mat.</p> <p>Introduce and revisit new vocabulary using Word Aware.</p> <p>RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Focus – Review all Set 1 sounds, oral blending and reading CVC, CCVC, CVCC words. Read and spell words consistent with their phonic knowledge by sound-blending. Reading irregular words – I, the, said, you, your, are, our, he, she, me, my, they, to</p> <p>Some children to focus on learning Set 1 sounds and assisted blending. Some children will be able to orally blend and read CVC word. Many children will focus on reading Paper Ditties, Red RWI books or Green books. Children reading Green books will start to learn Set 2 sounds.</p>	<p>Discuss plants, minibests, the environment, sustainability. Observe and describe the lifecycle of a butterfly.</p> <p>Write simple sentences – starting to independently use capital letters, finger spaces and full stops. Write sentences in response to core books. Make a Fairy Garden – write letters to the fairies, make labels, maps. Write nature fact files.</p> <p>Learn new vocabulary – assisted by Topic Vocabulary mat.</p> <p>Introduce and revisit new vocabulary using Word Aware.</p> <p>RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Focus – Review all Set 1 sounds, read phonetically decodable words using taught graphemes. Learn Set 2 sounds. Read and spell words consistent with their phonic knowledge by sound-blending. Reading irregular words – I, the, said, you, your, are, our, he, she, me, my, they, to, we, who, why</p> <p>A few children to focus on moving from assisted blending to independent blending. Some children will focus on reading Paper Ditties. Most children will focus on reading Red, Green or Purple books.</p>	<p>Use non-fiction texts to develop children’s knowledge and understanding of geography. Select countries to ‘visit’ based on children’s interests and cultural heritage. Use & understand recently introduced vocabulary during discussions about stories, non-fiction and during role play.</p> <p>Write simple sentences – starting to be independently use capital letters, finger spaces and full stops. Write fact files about countries. Write postcards from holidays.</p> <p>Learn new vocabulary – assisted by Topic Vocabulary mat. Introduce and revisit new vocabulary using Word Aware.</p> <p>RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Read and spell words consistent with their phonic knowledge. Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Reading irregular words – I, the, said, you, your, are, our, he, she, me, my, they, to, we, who, why, be, to A few children to focus on moving from assisted blending to independent blending. Most children will focus on reading Red, Green,</p>

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	All About Me	Fantasy and Adventure	Traditional Tales and songs	Transport	In the Garden	Journeys
			End of term RWI assessment and reorganisation of RWI groups.	End of term RWI assessment and reorganisation of RWI groups.	Children reading Green and above books will learn Set 2 sounds. End of term RWI assessment and reorganisation of RWI groups.	Purple or Pink RWI books. Children reading Green and above books will learn Set 2 sounds. End of term RWI assessment and preparation of groups for Year1.
Maths Active Learn – Power Maths and NCETM starters	Baseline Assessment - 2 Weeks Number and place value – 5 Weeks Unit 1 – Numbers to 5 Unit 2 – Comparing groups within 5	Geometry –properties of shape 2 Weeks Unit 3 – 2D and 3D shapes Number – addition/Subtraction – 3 Weeks Unit 4 – Change within 5 Unit 5 – Number bonds within 5 Assessment - 1 Week Geometry – properties of shape 1 Week Unit 6 – Spatial Awareness	Number and place value – 3 Weeks Unit 7 – Numbers to 10 Unit 8 – Comparing groups within 10 Number – addition/Subtraction – 1 Week Unit 9 – Addition to 10 Number and place value – 2 Weeks Unit 10 – Measure – length, height, displace and weight	Number and place value – 3 Weeks Unit 11 – Numbers bonds to 10 Unit 12 – Subtraction Assessment - 1 Week Geometry – properties of shape 2 Weeks Unit 13 – Exploring patterns	Number – addition/Subtraction – 2 Weeks Unit 14 – Counting on and back Number and place value – 1 Week Unit 15– Numbers to 20 Number – multiplication and division– 3 Weeks Unit 16 – Numerical patterns – doubling, halving, sharing, odd and even	Geometry – properties of shape 1 Week Unit 17 – Composing and decomposing shapes Number and place value – 1 Week Unit 18 – Measure – volume and capacity Assessment - 1 Week Number – addition/Subtraction – 1 Week Unit 19 – Sorting Measure – 1 Week Unit 20 – Time
Understanding the World	Learning about the five senses and encouraging children to use these senses in hands-on exploration of natural worlds. Talking about countries our families and friends are from and discuss the differences children have experienced or seen in photos. Make observations about the seasons and explain our understanding of autumn. Name and describe people who are familiar to them.	Talk about celebrations and festivals – Bonfire night, Halloween Understand that some places and events are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways – Xmas, Hanukah and Diwali. Superhero themed / witch’s science adventures – World Science Day Talk about the lives of the people around them and their roles in society.	Children will investigate our world through the themes in stories, such as planting and growing beans, materials and developing understanding of the life cycles and the human body. Talking about important festivals and events Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Explore the world around them, notice different forms of transport and consider the impact of transport on the environment. During Fairtrade Fortnight learn that some environments are different to the one in which they live. Learn how Fairtrade products can help improve the lives of people in producing countries. Discuss how Fairtrade products are labelled. Explore transport in the past and describe some similarities and differences between transport now. Discuss why these changes occurred and their impact – i.e. increased use of motor vehicles in the 20 th Century. What will happen in the 21 st Century?	Explore the natural world around them – plant seeds and seedlings in the reception garden area and the Edible Playground. Tend and water the planted area. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Explore the natural world around them, making observations and drawing pictures of animals (life cycle of butterflies) and plants (observational drawings of seedlings and plants)	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps – each week use retrieval practice to review countries that children have studied and compare this to the focus country for the current week. When on our ‘journey’ support children to consider some similarities and differences between different religious and cultural communities in the UK and link this to the countries studied on during the topic. Learn about the food and customs in the countries studied during this topic. Make explicit links to this during Hispanic Week.
Expressive Arts and Design	Explore colour and colour mixing – to make self-portraits. Draw from their imagination and observations. Sing songs and nursery rhymes.	Make props to help children to develop a storyline in their play - Dressing up/role play area, witch’s play dough moulding and superhero tools.	Sing a range of well-known nursery rhymes and songs. Making Traditional tale puppets. Making character masks. Design and cook gingerbread people.	Use junk modelling, paint and other materials to make a selection of transport vehicles. Continue to return to and build on their previous learning, refining ideas and	Study and record plants growing in the garden and the life cycle of a butterfly - use and explore a variety of materials, tools and techniques, to record their observations.	Explore the art and culture in the countries studied during this topic. Watch and talk about dance and performance art, expressing their feelings and responses.

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		<p>Develop their own ideas and then decide which materials to use to express them- Super hero masks, fantasy and adventure props, pirates and maps.</p> <p>Create collaboratively, sharing ideas, resources and skills – Make a class castle, design a chair.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody – Xmas show</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits –Eco projects, superhero theme park.</p>	<p>Dressing up/role play area – Chinese New Year.</p> <p>Start to learn gymnastic moves and to perform a short gymnastic routine.</p> <p>Develop storylines in their pretend play - using props they have made to retell familiar tales.</p>	<p>developing their ability to represent them.</p> <p>Work as a team to make a hot-air balloon, a bus etc. sharing ideas, resources, and skills.</p> <p>During Big Art Day, learn about Cedric Morris (the EYFS focus artist) his inspirations, life story and his art.</p> <p>Paint a still-life drawing of a flower, selecting resources using a limited colour pallet.</p> <p>Share their creations, explaining the process they have used.</p> <p>In celebration of World Poetry Day, children to learn and recite a favourite poem.</p>	<p>Use the stimulus of our core books to recount narratives and stories with their peers and teachers.</p> <p>Develop on our core texts to invent and adapt new storylines and events.</p> <p>Make a birdfeeder.</p> <p>Make a Fairy Garden – design, collaborate and construct a fairy garden. Continue to revisit and tend the fairy garden. Write notes to the fairy and enhance the garden with new props.</p>	<p>Learn about traditional musical instruments, songs and poems found in each country – e.g. mbiri piano and make music inspired by this exploration.</p> <p>Make props for our Graduation ceremony.</p>
<p>Music focus and progression</p> <p>Autumn 1 Listen with increased attention to sounds Begin to remember and sing whole songs – say what they are Pitch match</p> <p>Autumn 2 Remember and sing whole songs – say what they are Learn and perform Xmas song Pitch match</p> <p>Summer 2 Sing a range of well-known songs and nursery rhymes – say what they are</p> <p>R: Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>All About Me songs with Makaton</p> <p>Songs: Warmups – go bananas, Grand Ol’ Duke, movement to Saint Saens ‘Aquarium’.</p> <p>Wonderful water, in the deep blue sea, Old Mac Donald, 3 Little Monkeys, Wheels on the bus, Glad to be me.</p> <p>Focus: Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p>	<p>Fantasy and Adventure songs with Makaton</p> <p>Songs: Warmups – go bananas, Grand Ol’ Duke, movement to Saint Saens ‘Aquarium’.</p> <p>Makaton: Old Mac Donald, 3 Little Monkeys, Wheels on the bus. Jingle bells, Little Donkey, Rudolph, We wish you...</p> <p>Focus: Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs. Learn and perform Xmas songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Learn and perform Xmas songs</p>	<p>Traditional songs with Makaton</p> <p>Songs: Warmups – go bananas, Grand Ol’ Duke, Not too difficult, movement to Saint Saens ‘Aquarium’.</p> <p>Makaton: Old Mac Donald, 3 Little Monkeys, Wheels on the bus. Row Row Row, Miss Polly had a dolly, 5 little speckled frogs, 1,2, 3, 4, 5, Hickory Dickory Dock, Horsey Horsey, Little Peter Rabbit, Grand Old Duke, Goldilocks and the 3 Bears, The Owl and the Pussycat.</p> <p>Charanga: I’m A Little Teapot, The Grand Old Duke Of York, Ring O’ Roses, Hickory Dickory Dock. Sing up: Aiken drum, The mouse and the lion, down by the bay.</p> <p>Focus: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Transport songs with Makaton</p> <p>Songs: Warm ups – go bananas, Saint Saens ‘The Swan’. Boom Chica Boom.</p> <p>Charanga - We’ve got a red bus, on the ferry, we’re off, traffic signs, Cars.</p> <p>Sing up: the transport song, get on the train, a sailor went to sea sea sea, my bonnie lies over the ocean., the magic travel machine.</p> <p>Focus: Sing a range of well-known songs and nursery rhymes – say what they are Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>In the Garden songs with Makaton</p> <p>Learning songs for EYFS Hackney Music Festival – material to follow later in the year.</p> <p>Songs: Makaton: Other: A tiny seed was sleeping, what have you got in your garden, my minibeast friends, felicity fly, Bees and butterflies, the funky bee.</p> <p>Charanga: now the flowers are growing, ABC of trees, we go from flower to flower.</p> <p>Focus: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Journey songs with Makaton</p> <p>Learning songs for EYFS Hackney Music Festival – material to follow later in the year.</p> <p>Songs: Makaton: sing a rainbow, Sing up: down the river, how did you get to school today? Train coming, let’s go for a ride, as I was walking down the street, sing a rainbow,</p> <p>Focus: Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

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EYFS: 2023-2024	Autumn 1 7/9/23- 20/10/23	Autumn 2 30/10/23- 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 22/7/24
	All About Me	Fantasy and Adventure	Traditional Tales and songs	Transport	In the Garden	Journeys
Explore and engage in music making and dance, performing solo or in groups						