

William Patten EYFS Curriculum 2024 - 2025

EYFS: 2024-2025	Autumn 1 05.09.24 – 25.10.24	Autumn 2 04.11.24 – 20.10.24	Spring 1 06.01.25 – 14.02.25	Spring 2 24.02.25 – 04.04.25	Summer 1 22.04.25 – 23.05.25	Summer 2 02.06.25 – 18.07.25
	All About Me	Space and Time	Authors	Animals	Landscapes	Different cultures around the world
Experiences	World Space Day National Poetry Day Home corner enhancement – Autumn, Family images	Black History Month Superhero Day World Science Day Home corner enhancement – Autumn/Winter, Xmas, Diwali, Bonfire Night, Halloween, Hanukkah	National Story-telling Week LGBT+ History Month BIG ART DAY Children’s Mental Health Week Home corner enhancement – Winter, New Year, Chinese New Year	STEM Week - Connections Red Nose Day Mother’s Day Ramadan / Eid Home corner enhancement – Spring, Easter, Holi, Eid	Refugee Week Home corner enhancement – Window boxes and plants, plant catalogues	Sports Day Home corner enhancement – Holidays, homes around the world, plants, growing vegetables
Events and Festivals	<ul style="list-style-type: none"> Baseline Assessments Teddy Bears’ Picnic 27.09.24 National Poetry Day 03.10.24 Autumn term Parents’ Evening 	<ul style="list-style-type: none"> Remembrance Day Bonfire Night 5th Nov Road Safety Week 17.11.24 Diwali /Hanukah / Xmas Assessment Week 2.12.24 EYFS Carol Show 10.12.24 	<ul style="list-style-type: none"> Chinese New Year 29.01.25 National Storytelling Week 30.01.25 Children’s Mental Health Week 03.02.25 Spring term Parents’ Evening 	<ul style="list-style-type: none"> World Book Day 06.03.25 International Women’s Day 08.03.25 Fairtrade Fortnight 03.03.25 National Poetry Day 21.03.25 STEM Week 15.03.25 Assessment Week 20.03.25 Ramadan and Eid celebrations 28.02.25 – 30.03.25 Autism Awareness Day 02.04.25 	<ul style="list-style-type: none"> Earth Day 22.04.25 World Bee Day 20.5.25 Summer Term Parents’ Evening 	<ul style="list-style-type: none"> World Ocean Day 08.06.25 Refugee Week 15.06.25 Windrush Day 22.06.25 Transition Month July 2025 EYFS Graduation Assessment Week 26.06.25 Hispanic Week.
Literacy Key Text	‘ 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.’	Bob the Man on the Moon Whatever Next? My Sister is an Alien Here Come the Aliens & Beegu If I Were an Astronaut Dinosaurs Galore and dinosaur dreams The Toy Maker & In the Toy Museum	Stories written by: <ul style="list-style-type: none"> Oliver Jeffers Julia Donaldson Nick Sharratt Emily Gravett Kes Gray Nadia Shireen 	Dear Zoo by Rod Campbell Lion Vs Rabbit by Alex Latimer Commotion in the Ocean by Giles Andreae Titus’s Troublesome Tooth by Lynda Jennings & Gwyneth Williamson In the Rainforest by Kate Duke & We’re Roaming in the Rainforest by Laurie Krebs Hiku by Nicole Snitselaar & Arctic Animals by Tad Carpenter	Deserts - non-fiction texts Polar – Little Polar Bear Underwater - Dear Green Peace City - Seeds of Change & Homes Countryside - Harry Happy Mouse & The countryside (NT) Seaside – Sharing a Shell & Flotsum	India (The Elephant Dance) China (The Magic Paintbrush) Hispanic Week Turkey (Non-Fiction Texts) Italy (This is Rome) African Stories: Greedy Zebra and Lazy Lion Stories from around the World
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 friendships with peers – develop Key Worker relationships. Use of Zones of Regulation to help children understand the zone that	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 – refer to classroom rules, working as a team and use of class dojos to promote good behaviours.	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.	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 will change. Discuss concerns that children may have.

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	they are in and how to move to the green zone. Model language of emotional literacy – ‘ I can see that you are feeling.... sometimes when I feel like that I....’					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.</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, Superhero 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 continue to learn greetings, please and thank you.</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 – children learn to count to 10 in Spanish and revisit previous learning.</p>	<p>In both whole class and smaller groups discuss animals, their habitats, sustainability and the environment, using recently introduced vocabulary. Consider how animals have adapted to suit their habitats.</p> <p>Ask and answer questions related to the topic of animals. Discuss the STEM topic of connections by exploring the connection between human actions and climate change and how the different parts of our body are connected.</p> <p>MFL Spanish – children learn to say some colours in Spanish and revisit previous learning.</p>	<p>Observe and describe different habitats and landscapes. Investigate how landscapes change due to the impact of human actions as well as natural phenomenon. Offer explanations for why things might happen, making use of recently introduced vocabulary. Connect one idea or action to another using a range of connectives.</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 – children learn the names of body parts in Spanish and revisit previous learning.</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 – children recap previous learning and take part in whole school celebrations of Hispanic Week, to celebrate Spanish language and Hispanic culture.</p>
Physical Development	<p>Explore different ways of moving our bodies through in the outdoor environment on a range of surfaces.</p> <p>PE- Balance – explore different ways of moving; climbing, jumping, skipping, running, hopping etc.</p> <p>Developing fine motor skills – threading, pouring, stirring, construction and malleable materials.</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>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, playdough activities. Additional activities for children identified as needing FMS support.</p> <p>Playing playground games</p>	<p>Healthy eating – New Year resolutions.</p> <p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, playdough activities. Additional activities for children identified as needing FMS support.</p> <p>Gymnastic session.</p>	<p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, 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>PE lessons - Developing kicking, throwing and catching skills</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>

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	<p>Practising letter formation through handwriting sessions – focus on posture, pencil grip and letter formation.</p> <p>Develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene. Reception children to have lunch in the lunch hall.</p>	<p>Daily handwriting practise – RWI and Nelson Scheme</p> <p>Additional daily FMS activities for children identified as needing FMS support.</p> <p>Develop independence - putting coats on and doing up zips.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Consolidate the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene.</p> <p>Daily handwriting practise – RWI and Nelson Scheme</p>	<p>such as making circuits and balance challenges using outdoor equipment.</p> <p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, playdough activities. Additional activities for children identified as needing FMS support.</p>	<p>Refine the skills they need to manage the school day successfully - lining up and queuing., mealtimes, personal hygiene.</p> <p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, playdough activities. Additional activities for children identified as needing FMS support.</p>	<p>P.E.- Focus teamwork and learn games and activities in preparation for Sports Day.</p> <p>Fine Motor Skills - Daily FMS opportunities including threading, tweezers, playdough activities. Additional activities for children identified as needing FMS support.</p>
Literacy	<p>Daily story and poetry time – re-read familiar stories and encourage children to join in with repeated refrains.</p> <p>Learn new vocabulary – assisted by All About Me Vocabulary mat and review previously taught vocabulary using Word Aware.</p> <p>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. Label and describe autumnal objects</p> <p>Read individual letters by saying the sounds for them</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Learn new vocabulary – assisted by Space and Time Vocabulary mat and review previously taught vocabulary using Word Aware.</p> <p>Writing instructions, cards, Xmas lists Write their own space stories in mini books. Describe aliens and astronauts using appropriate adjectives – hearing and writing the initial and final sounds in words. 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>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Anticipate key events in stories.</p> <p>Learn new vocabulary – assisted by Authors Vocabulary mat and review previously taught vocabulary using Word Aware.</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. Sequence events in familiar stories. Describe how characters might be feeling at key points of these stories.</p> <p>Read some Set 1 digraphs that each represent one sound and say sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Discuss animals - their appearance, behaviours and habitats.</p> <p>Discuss animals, the environment and sustainability.</p> <p>Learn new vocabulary – assisted by Animal Vocabulary mat and review previously taught vocabulary using Word Aware.</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>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</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.</p>	<p>Discuss different landscapes and describe the key features of these landscapes. Orally compare landscapes and consider how these have changed over the recent past.</p> <p>Learn new vocabulary – assisted by Landscape Vocabulary mat and review previously taught vocabulary using Word Aware.</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 cityscape – make labels and maps, street signs. Write animal fact files.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Focus – Review all Set 1 sounds, read</p>	<p>Use non-fiction texts to develop children’s knowledge and understanding of geography.</p> <p>Learn new vocabulary – assisted by Different Cultures Around the World Vocabulary mat and review previously taught vocabulary using Word Aware.</p> <p>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>RWI activities – daily RWI lessons and activities to support learning phonemes and GPC. Read and spell words consistent with their phonic knowledge.</p>

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	<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, my, the</p> <p>Most children to focus on learning Set 1 sounds. 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>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, my, the, said, me, you, to, your</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 and Red books</p> <p>End of term RWI assessment and reorganisation of RWI groups.</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, are, me</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 Red RWI books.</p> <p>End of term RWI assessment and reorganisation of RWI groups.</p>	<p>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>End of term RWI assessment and reorganisation of RWI groups.</p>	<p>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. Children reading Green and above books will learn Set 2 sounds.</p> <p>End of term RWI assessment and reorganisation of RWI groups.</p>	<p>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</p> <p>A few children to focus on moving from assisted blending to independent blending. Most children will focus on reading Red, Green, Purple or Pink RWI books. Children reading Green and above books will learn Set 2 sounds.</p> <p>End of term RWI assessment and preparation of groups for Year1.</p>
Maths Active Learn – Power Maths and NCETM starters	<p>Baseline Assessment - 2 Weeks Number and place value – 5 Weeks Unit 1 – Numbers to 5 Unit 2 – Comparing groups within 5</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Understanding the World	<p>Learning about the five senses and encouraging children to use these senses in hands-on exploration of natural worlds. Discuss the effect of changing seasons on the natural world around during autumn. Talking about countries our families and friends are from and discuss the</p>	<p>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.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talking about important festivals and events Compare and contrast characters from stories, including figures from the past.</p>	<p>Children will investigate our world through the themes in stories, such as animals and their habitats. 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.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps Explore the natural world around them – plant seeds and seedlings in the reception garden area and the</p>	<p>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.</p>

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	differences children have experienced or seen in photos. Describe what they see, hear and feel whilst outside. Make observations about the seasons and explain our understanding of autumn. Name and describe people who are familiar to them.	Space themed science adventures – World Science Day. Talk about the lives of the people around them and their roles in society. Talk about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand that some places are special to members of their community. <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 	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)	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 how landscapes have changed and continue to change due to human and natural phenomenon	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. <p>Learn about the food and customs in the countries studied during this topic. Make explicit links to this during Hispanic Week.</p>
Hackney SACRE Religious Education and Worldviews Nursery Big Question: What is Special to me? Reception Big Question: What is Special to me and others?	Nursery: - What happens at Sukkot? 3 lessons. In this unit, pupils will explore the Jewish festival of Sukkot which occurs in September time annually. Children will learn about how Jewish people celebrate with family and friends, including the food eaten and the greeting cards they send. Reception: - The Good Samaritan 3 lessons. In this unit, pupils will explore the Christian parable of the Good Samaritan. This is a story Jesus created to teach people how they can treat others who live around them.	Nursery: - What happens in Diwali? 3 lessons. In this unit, pupils will explore the Hindu festival of Diwali which occurs annually in the autumn term. Diwali celebrates good overcoming evil through the story of Rama and Sita. The pupils will learn about how Hindu people celebrate with family and friends, including the new clothes they wear and the greeting cards they send. Reception: - What happens at Christmas? 3 lessons. In this unit, pupils will explore the Christian festival of Christmas. Christmas is the second most important festival for Christian people because it tells the story of the miraculous birth of Jesus. In these lessons, pupils will learn and think about how Christians mark this celebration in their homes as well as in their churches.	Nursery: - What does ‘The gift of friendship’ story tell Muslim people? 3 lessons. In this unit, pupils will learn that stories can give messages to people who follow a particular religion about what is important and how they should behave. They will learn that Muslims believe that it is important to think of others and to want them to succeed and to be happy as much as we want it for ourselves. Reception: - What is Special About Being A Muslim Person? 3 lessons. In this unit, pupils will recognise that people have beliefs and celebrate special times in different ways. They will learn about basic Islamic beliefs.	Nursery: - What happens at Easter? 3 lessons. In this unit, Pupils will explore the Christian festival of Easter which the most important festival for Christian. In these lessons children will learn and think about how Christians mark this celebration in their homes as well as in their churches. Reception: - What happens at Passover? 3 lessons. In this unit, pupils will explore the Jewish celebration of Passover. The children will learn about how Jewish people celebrate with family and friends, including the food eaten and the greeting cards they send.	Nursery: - What does The Hare and Tortoise story tell Humanist people? 3 lessons. In this unit, pupils will recognise that stories can give messages to people even if they do not follow a particular religion. They will begin to learn about different worldviews and how they can impact people's thinking and feelings. Reception: - What happens at Eid-UI Fitr? 3 lessons. In this unit, pupils will explore the Muslim festival of Eid-UI-Fitr which occurs at the end of Ramadan. The children will learn about how Muslims pray at the mosque and celebrate Eid with family and friends, including the new clothes they wear and the greeting cards they send.	Nursery: - What makes a place special? 3 lessons. In this unit, pupils will explore a number of different places of worship. Pupils will explore information about familiar and unfamiliar places people of different faiths visit. Pupils will develop an understanding of what makes a place special for them and others. Reception: - Visiting a Church 3 lessons. In this unit, children will visit a place of worship, a church. The children will explore objects and features found in a church. Children will learn what the cross stands for and why you can find this symbol in nearly every church. In addition, they will learn about Jesus and why He is important to Christians.
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, alien dough moulding, astronaut tools Use junk modelling, paint and other materials to make a selection of rockets..	Sing a range of well-known nursery rhymes and songs. Making puppets to help retell familiar stories. Making character masks. Design and cook Gruffalo biscuits Dressing up/role play area – Chinese New Year.	Continue to return to and build on their previous learning, refining ideas and developing their ability to represent them. Work as a team to use available resource to make an animal, linked to the core book of the week.	Study and record plants growing in the garden - use and explore a variety of materials, tools and techniques, to record their observations. Use the stimulus of our core books to recount narratives and stories with their peers and teachers.	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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	All About Me	Space and Time	Authors	Animals	Landscapes	Different cultures around the world
		Develop their own ideas and then decide which materials to use to express them- Alien masks, astronaut helmets fantasy and adventure props maps. Create collaboratively, sharing ideas, resources and skills – Make a class rocket make a collage of our family now and in the recent past. Sing in a group or on their own, increasingly matching the pitch and following the melody – Xmas show Make imaginative and complex ‘small worlds’ with blocks and construction kits –Eco projects, planets and space craft.	Make up a song (with percussion instruments) linked to core stories of the topic. Start to learn gymnastic moves and to perform a short gymnastic routine.	Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play - using props they have made to retell familiar stories. During Big Art Day, learn about our focus artist and produce a piece of work informed by this study. Share their creations, explaining the process they have used. In celebration of World Poetry Day, children to learn and recite a short favourite poem.	Develop on our core texts to invent and adapt new storylines and events. Make a birdfeeder. Make a Cityscape – design, collaborate and construct a city scape. Write notes to designers and architects to enhance and evolve the city – the goal being to design a city that is environmentally sustainable.	Learn about traditional musical instruments, songs and poems found in each country – e.g. mbiri piano and make music inspired by this exploration. Sing in a group or on their own, increasingly matching the pitch and following the melody Make props for our Graduation ceremony.
<p align="center">Music focus and progression</p> <p>Autumn 1 Listen with increased attention to sound. Pitch match Begin to remember and sing whole songs – say what they are</p> <p>Pitch match Autumn 2 Remember and sing whole songs – say what they are</p> <p>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>N: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</p>	<p>All About Me songs with Makaton</p> <p>N Songs: Warmups – go bananas, movement to Saint Saens ‘Aquarium’.</p> <p>Introduce – Hello and Goodbye songs to use weekly.</p> <p>Charanga: • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Name song • I’m a little tea pot Sing up: • Shake my sillies out • Just like me</p> <p>Wind the bobbin up, happy and you know it, open and shut them, Incy Wincy Spider.</p> <p>Makaton: Old Mac Donald, 3 Little Monkeys, Wheels on the bus.</p> <p>Focus: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. Begin to remember and sing whole songs – say what they are</p>	<p>Christmas songs with Makaton</p> <p>N & R Songs: Warmups – go bananas, Grand Ol’ Duke, movement to Saint Saens ‘Aquarium’. Not too difficult.</p> <p>Sing up: • Magic travel machine • Twinkle twinkle little star • When you wish upon a star</p> <p>Charanga • Hickory Dickory Dock.</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>Authors stories with Makaton</p> <p>N Songs: Warmups – go bananas, movement to Saint Saens ‘Aquarium’.</p> <p>Charanga: • I’m A Little Teapot • The Grand Old Duke Of York • Ring O’ Roses • Hickory Dickory Dock</p> <p>Sing up: • I wanna be like you • What’s around the corner</p> <p>Other: Wind the bobbin up, happy and you know it.</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,</p> <p>Focus: Play instruments with increasing control to express their feelings and ideas.</p>	<p>Animal stories with Makaton</p> <p>N Songs: Warm ups – go bananas, Saint Saens ‘The Swan’. Boom Chica Boom. ‘Carnival of the animals’ as a focus of listening for each lesson. Makaton: Row, Row, Row Your Boat, Grand old Duke of York, The Wheels On the Bus.</p> <p>Charanga: • The animals went in 2 by 2 • Desert animals • All the animals • The animal fair • Two little dickie birds • Old mac Donald. Sing up: • Animals’ tea party • I see animals • Animal song • Animal circle time</p> <p>Focus: Songs and musical games with singing, clapping and a variety of percussion instruments</p>	<p>Landscapes with Makaton</p> <p>N Songs: Warm ups – go bananas, Saint Saens ‘The Swan’. Boom Chica Boom.</p> <p>Charanga: • ABC of trees • We go from flower to flower.</p> <p>Sing up: • Digging in the garden. • What grows in our garden • I love the flowers Other: a tiny seed was sleeping, the funky bee. • Makaton: Row, Row, Row Your Boat, Grand old Duke of York, The Wheels On the Bus.</p> <p>Focus: Songs and musical games with singing, clapping and a variety of percussion instruments</p> <p>Listen with increased attention to sounds</p> <p>R songs: Makaton: sing a rainbow</p>	<p>Songs from around the world with Makaton</p> <p>N Songs: Warm ups – go bananas, Saint Saens ‘The Swan’. Boom Chica Boom. • Makaton: Row, Row, Row Your Boat, Grand old Duke of York, The Wheels On the Bus, sing a rainbow Charanga: Sing up: • kindness makes the world go round • the magic travel machine. • Jean Petit que danse – French • Frere Jacques • Alouette • Mexican counting song</p> <p>Focus: Songs and musical games with singing, clapping and a variety of percussion instruments Pitch match</p> <p>Sing a range of well-known songs and nursery rhymes – say what they are</p> <p>R Songs: Makaton: sing a rainbow,</p>

William Patten EYFS Curriculum 2024 - 2025

EYFS: 2024-2025	Autumn 1 05.09.24 – 25.10.24	Autumn 2 04.11.24 – 20.10.24	Spring 1 06.01.25 – 14.02.25	Spring 2 24.02.25 – 04.04.25	Summer 1 22.04.25 – 23.05.25	Summer 2 02.06.25 – 18.07.25
	All About Me	Space and Time	Authors	Animals	Landscapes	Different cultures around the world
<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>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> <p>R: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>R Songs: Warmups – go bananas, Grand Ol' Duke, movement to Saint Saens 'Aquarium'.</p> <p>Charanga: • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Name song Sing up: • Shake my sillies out • Just like me</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>Makaton: Old Mac Donald, 3 Little Monkeys, Wheels on the bus.</p> <p>Focus: Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire 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>Remember and sing entire songs.</p> <p>R 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</p>	<p>Remember and sing whole songs – say what they are</p> <p>R Songs: Warm ups – go bananas, Saint Saens 'The Swan'. Boom Chica Boom.</p> <p>Charanga: • The animals went in 2 by 2. • Desert animals • All the animals • The animal fair • Two little dickie birds Old mac Donald.</p> <p>Sing up: • Animals' tea party • I see animals • Animal song • Animal circle time Focus: Sing a range of well-known songs and nursery rhymes – say what they are</p> <p>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>Other: A tiny seed was sleeping, what you have 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>Sing up: • Digging in the garden. • What grows in our garden • I love the flowers</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>Sing up: Tala'a al-Badru 'Alayna-Traditional Islamic song. • Under the lemon tree – traditional Bengali song • Mo li hua (Jasmine flower) – traditional Chinese song. • Jean Petit que danse – French • Frere Jacques • Alouette • Mexican counting song 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>