

**Glenfall Curriculum**

**EYFS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term**  **2** | **Summer Term 1** | **Summer Term 2** |
| **Topic titles** | **All about me** | **Celebrations** | **Our Community** | **Space** | **Growth and Change** | **Journeys** |
| **Starting School**  **Bears** | **Dinosaurs** | **People who help us** | **Chinese New Year** | **Life Cycles** | **The World around us** |
| **Understanding the world** | Children will explore | Children will explore | Children will explore | Children will explore | Children will explore | Children will explore |
| Themselves  Families  Friends  Our bodies  How we can look after ourselves, others and our classroom | Friends  How people celebrate special occasions  How we are similar to or different from others (variety of religions)  Different types of prehistoric reptiles  Observe seasonal changes (AUTUMN) | Different jobs that people do  How to be safe when walking near roads  Observe seasonal changes (WINTER)  Where our families come from (changes yearly depending on family heritage) | The Solar System  Earth and other planets  The Moon Landing  Space Travel  Observe seasonal changes  (SPRING) | Where does our food come from  Different states of matter  Different creatures we can find in Forest School  Observe seasonal changes (SUMMER) | Different animals  How to take responsibility for a pet  Endangered animals  Different habitats  Looking on maps to find where we are going on holidays |
| **Expressive Arts and Design** | Activities will include | Activities will include | Activities will include | Activities will include | Activities will include | Activities will include |
| Painting self-portraits  (Joan Miro)  Drawing family pictures  Making cotton-bud  skeletons  Singing nursery rhymes  Handprint animals Observational drawing of ‘My Bear’ | Making Diva Lamps  Creating birthday decorations  Create moves to ‘Dance of the Fossils’  Sculpting fossils  Curiosity boxes  Creating cave paintings of animals  Finding out about the past (Mary Anning) | Threading puppets and performing a puppet show  Creating some community/group art  Design Uniforms  Fluorescent Art | Listen to the Planet Suite  Marble planets  Pastel Planets  Designing and making Rockets  Designing aliens  Starry Night (Vincent Van Gogh) | Making vegetable portraits (Arcimboldo)  Printing with fruit  Traps for the Evil Pea  Vegetable superheroes  Mixing colours to create a still life | Printing with different tyres  Large chalk and water painting outside  Making maps and treasure hunts  Making planes and kites |
| **Music** | The children will  Sing echo songs and perform movements to a steady beat  Play instruments to a steady beat  Express feelings in music by responding to different moods  Choose different instruments, including the voice, to create sound effects in play  Learn and perform Harvest and Christmas songs | | The children will  Explore singing at different speeds and pitch to create moods and feelings  Understand how to hold and play an instrument with care  Listen to music and respond by using hand and whole-body movements  Investigate a variety of ways to create sound with different instruments | | Discover how to use the voice to create loud and soft sounds  Explore the different sounds instruments make  Choose an instrument to create a specific sound  Listen to different sounds (animal noise, water etc) and respond with voice and movement  Experiment with performing songs and music together with body movements to a steady beat | |
| **Physical Development**  **Gross Motor Skills** | In Gym work the children will | In Games work the children will | In Gym work the children will | In Dance work the children will | In Games work the children will | In Athletics the children will |
| Move safely in a space  Stop safely  Develop control when using equipment  Follow a path and take turns  Work cooperatively with a partner  Balance,  Run and stop  Change direction  Jump  Hop  Explore different ways to travel using equipment | Roll and track a ball  Develop accuracy when throwing to a target  Dribble using hands  Throw and catch with a partner  Dribble a ball using feet  Kick a ball to a target | Create short sequences using shapes, balances and travelling actions  Balance and safely use apparatus  Jump and land safely from a height  Develop rocking and rolling  Explore traveling around, over and through apparatus  Create short sequences linking actions together and including apparatus | Use counting to help to stay in time with the music when copying and creating actions Move safely with confidence and imagination, communicating ideas through movement  Explore movement using a prop with control and coordination  Move with control and co-ordination, expressing ideas through movement also copying, linking and repeating actions  Remember and repeat actions, exploring pathways and shapes | Develop accuracy when throwing and practise keeping score  Follow instructions and move safely when playing tagging games  Learn to play against an opponent  Play by the rules and develop coordination  Explore striking a ball and keeping score  Work cooperatively as a team | Follow instructions and work safely  Compete in sprint and relay races  Practice throwing, kicking and aiming skills  Learn to ride a balance and pedal bike and compete in the Reception Triathlon |
| **Physical Development**  **Fine Motor Skills** | The children will learn to | The children will learn to | The children will learn to | The children will learn to | The children will learn to | The children will learn to |
| Use a dominant hand  Mark make using different shapes  Begin to use a tripod grip when using mark making tools  Use tweezers to transfer objects  Thread large beads  Use large pegs  Begin to copy letters  Hold scissors and make snips in paper  Hold a fork and spoon correctly | Use anticlockwise movement and retrace vertical lines  Hold scissors correctly and cut along a straight and zigzagged lines  Use a tripod grip when using mark making tools  Accurately draw lines, circles and shapes to draw pictures Write taught letters using correct formation | Use a tripod grip when using mark making tools  Hold scissors correctly and cut along a curved line  Thread small beads  Use small pegs  Write taught letters using correct formation | Hold scissors correctly and cut out large shapes  Write letters using the correct letter formation and control the size of letters | Hold scissors correctly and cut out small shapes  Copy letters with developing accuracy  Paint using thinner paintbrushes | Hold scissors correctly and cut various materials  Create drawings with details Copy letters with increasing accuracy  Independently use a knife, fork and spoon to eat a range of meals |
| **PSHE** | Beginning and Belonging | Family and Friends | My Emotions | Identities and Diversity | Keeping Safe (including drug education) | Healthy Lifestyles |
| How we are special  How I can make the classroom safe and happy  How to play and work with others  How my behaviour makes other people feel | Who my special people are and why they are special  How to be a good friend  How to make new friends  What to do if someone is unkind to me | Recognising and showing my emotions and emotions in others  What causes different emotions  How we feel when things change  Simple ways to make myself feel better  How I can help to make other people feel better | How we are similar and different to each other  Who the different people who make up a family are Similarities and differences in way people and families live their lives  Valuing different people, what they believe in and how they live their lives | What I have to keep safe from How to know if something is safe or unsafe  Simple safety rules for when I am home, at school or out and about  How to say ‘No’ if I feel unsure about something and it does not feel safe or good  How to ask for help and to tell people if I am worried | How I keep my body healthy Why food and drink is good for us  How I can make healthy choices about food |
| **RE** | What makes people special to us?  What makes people special? Understanding that everyone is unique and that we all have different talents.  Harvest Celebrations | What times are special to us?  What is Christmas?  Festivals: Bonfire Night, Remembrance, Diwali, Christmas | What can we learn from special stories? (Linked to different religions)  Festival: Chinese New Year | How should we look after our world? Looking for signs of Spring.  What is Easter?  Festival: Easter | What times are special to us? How do people celebrate? (Traditions/Family routines etc.)  Festival: Eid | What makes a place special?  Understanding that different places are special to people for different reasons. |
|