

**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 doHow to be safe when walking near roadsObserve 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 TravelObserve seasonal changes (SPRING) | Where does our food come from Different states of matter Different creatures we can find in Forest SchoolObserve 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 boxesCreating cave paintings of animalsFinding out about the past (Mary Anning) | Threading puppets and performing a puppet show Creating some community/group art Design UniformsFluorescent Art | Listen to the Planet Suite Marble planets Pastel PlanetsDesigning and making RocketsDesigning 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 tyresLarge chalk and water painting outsideMaking maps and treasure huntsMaking planes and kites |
| **Music** | The children willSing echo songs and perform movements to a steady beatPlay instruments to a steady beatExpress feelings in music by responding to different moodsChoose different instruments, including the voice, to create sound effects in playLearn and perform Harvest and Christmas songs | The children willExplore singing at different speeds and pitch to create moods and feelingsUnderstand how to hold and play an instrument with careListen to music and respond by using hand and whole-body movementsInvestigate a variety of ways to create sound with different instruments | Discover how to use the voice to create loud and soft soundsExplore the different sounds instruments makeChoose an instrument to create a specific soundListen to different sounds (animal noise, water etc) and respond with voice and movementExperiment 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 spaceStop safely Develop control when using equipment Follow a path and take turns Work cooperatively with a partner Balance, Run and stop Change direction JumpHop Explore different ways to travel using equipment | Roll and track a ballDevelop accuracy when throwing to a targetDribble 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 rollingExplore traveling around, over and through apparatusCreate 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 safelyCompete in sprint and relay racesPractice throwing, kicking and aiming skillsLearn 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 handMark make using different shapes Begin to use a tripod grip when using mark making toolsUse 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 materialsCreate drawings with details Copy letters with increasing accuracyIndependently 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 specialHow to be a good friendHow 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 goodHow 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. |
|