

EYFS Curriculum Plan-Prime Areas

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes / Interests / Lines of Enquiry	Goldilocks and the Three Bears The Enormous Turnip Harvest Oh No George Bear Hunt Cave Baby	Bonfire Night / Diwali The Three Little Pigs / Builders Superheroes / Supertato series Whatever Next? / Space Christmas The Jolly Christmas Postman	Ellies Magic Wellies – Amy Sparkes series Lost and Found Pirates Gruffalo	Life Cycles Chicks / Ducklings The Egg An Egg is Quiet Cave Baby Stay Healthy	Jack and the Beanstalk Animals in my Garden Snail / Minibeasts Jaspers Beanstalk / Titch Supertato series The Hungry Caterpillar	My History / Peepo Now and Then The House that Once Was Lost in a Toy Museum Outside my Window Emma Jane’s Aeroplane Poles Apart
Communication and Language	Further Communication and language objectives will be highlighted in other areas of learning as they are subject specific					
Communication and Language Listening, Attention and Understanding / Speaking	<p>Introduce language of learning – Challenge, Independence, Effort, Determination, Be Positive / Taking Risks - through story ensuring children understand what each word means and how it is demonstrated.</p> <p>Introduce Listening Leo with rules of good listening – use throughout the year to develop and support children using active listening skills.</p> <p>Introduce Vocabulary Victor exploring new vocabulary from books that are shared during teaching day. New vocabulary recorded on learning wall each week.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>To use the Poetry Basket resource in order to help</p>	<p>Introduce a selection of subject specific words into the areas in the classroom for children to use and understand – linked to theme / books we are reading.</p> <p>Use Vocabulary Victor exploring new vocabulary from books that are shared during teaching day. Link these words to words already learnt. New vocabulary recorded on learning wall each week.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>To use the Poetry Basket resource in order to help children learn to recite rhymes and poetry each week.</p> <p>Author of the moment –Helen Cooper</p>	<p>Introduce a new selection of subject specific words into the areas in the classroom for children to use and understand – linked to theme / books we are reading.</p> <p>Use Vocabulary Victor exploring new vocabulary from books that are shared during teaching day. Link these words to words already learnt. New vocabulary recorded on learning wall each week.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>To use the Poetry Basket resource in order to help children learn to recite rhymes and poetry each week.</p> <p>Author of the moment – Nick Butterworth</p>	<p>Introduce a new selection of subject specific words into the areas in the classroom for children to use and understand – linked to theme / books we are reading.</p> <p>Use Vocabulary Victor exploring new vocabulary from books that are shared during teaching day. Link these words to words already learnt. New vocabulary recorded on learning wall each week.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>To use the Poetry Basket resource in order to help children learn to recite rhymes and poetry each week.</p> <p>Author of the moment –Amy Sparkes</p>	<p>Introduce a new selection of subject specific words into the areas in the classroom for children to use and understand – linked to theme / books we are reading.</p> <p>Use Vocabulary Victor exploring new vocabulary from books that are shared during teaching day. Link these words to words already learnt. New vocabulary recorded on learning wall each week.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>To use the Poetry Basket resource in order to help children learn to recite rhymes and poetry each week.</p> <p>Author of the Moment – Pat Hutchins</p>	<p>Introduce a new selection of subject specific words into the areas in the classroom for children to use and understand – linked to theme / books we are reading. -</p> <p>Use Vocabulary Victor exploring new vocabulary from books that are shared during teaching day. Link these words to words already learnt. New vocabulary recorded on learning wall each week.</p> <p>Daily reading session used to develop comprehension skills, listening and attention and speaking using reading dogs – Sequencing Suki, Rex Retriever, Predicting Pip, Inference Iggy.</p> <p>Adults to model correct pronunciation of words and grammatically correct sentences. Use repetition where appropriate for children to practise language.</p> <p>To use the Poetry Basket resource in order to help children learn to recite rhymes and poetry each week.</p> <p>Author of the moment – Michael Rosen</p>

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	<p>children learn to recite rhymes and poetry each week.</p> <p>Author of the moment – Oliver Jeffers</p>	<p>Early Talkboost screening for all children with identified need through baseline.</p>	<p>Early Talkboost Programme 1 / Meet with parents to ensure engagement.</p>	<p>Early Talkboost Programme 1 / Meet with parents to ensure engagement.</p>	<p>Early Talkboost Programme 2 if needed / Meet with parents to ensure engagement.</p>	<p>Early Talkboost Programme 2 if needed / Meet with parents to ensure engagement.</p>
<p>Personal, Social and Emotional Development Self Regulation / Managing Self / Building Relationships</p>	<p>Jigsaw – Being Me in My World See PSHE Progression Map</p> <p>Introduce language of learning – Challenge, Independence, Effort, Determination, Be Positive / Taking Risks - through story</p> <p>Teach children to say: “Stop I don’t like that. “ When something happens that they don’t like and that children must stop when someone says no.</p> <p>Introduce DSLs and discuss keeping safe.</p> <p>Online safety session Think U Know website Jessie and Friends</p>	<p>Jigsaw – Celebrating Difference See PSHE Progression Map</p> <p>Children identify the aspects of their behaviour that fit with the vocabulary on a daily basis and reflect on this.</p> <p>Teach children to say: “Stop I don’t like that. “ When something happens that they don’t like and that children must stop when someone says no.</p> <p>Teach session linked to anti-bullying week</p> <p>Online safety session Think U Know website Jessie and Friends NSPCC Pantasaurus introduction</p>	<p>Jigsaw – Dreams and Goals See PSHE Progression Map</p> <p>Keep language of Learning a high profile through kite reward stickers.</p> <p>Develop children’s skills in negotiating when there are differences by modelling conversations and guiding them through prompting.</p> <p>Recap who DSL’s are and what they do.</p> <p>Online safety session Think U Know website Jessie and Friends NSPCC Pantasaurus recap</p>	<p>Jigsaw – Healthy Me See PSHE Progression Map</p> <p>Keep language of Learning a high profile through kite reward stickers</p> <p>Know how and when to call 999</p> <p>Develop children’s skills in negotiating when there are differences by modelling conversations and guiding them through prompting.</p> <p>NSPCC Pants are Private lesson.</p> <p>Online safety session Think U Know website Jessie and Friends NSPCC Pantasaurus recap</p>	<p>Jigsaw – Relationships See PSHE Progression Map</p> <p>Keep language of Learning a high profile through kite reward stickers</p> <p>Teach NSPCC Pantasaurus song</p> <p>Encourage children to solve problems in relationships independently before asking for support of an adult.</p> <p>Complete the Expect Respect Lesson for Year R - Gender</p> <p>Online safety session Think U Know website Jessie and Friends NSPCC Pantasaurus recap</p>	<p>Jigsaw – Changing Me See PSHE Progression Map</p> <p>Keep language of Learning a high profile through kite reward stickers</p> <p>Encourage children to solve problems in relationships independently before asking for support of an adult.</p> <p>Recap who DSL’s are and what they do.</p> <p>Online safety session Think U Know website Jessie and Friends NSPCC Pantasaurus recap</p>
<p>Physical Development Gross Motor Skills / Fine Motor Skills</p>	<p>Gross Motor Lilleshall Explorers – fortnightly – build up strength and stamina in walking, exploring, climbing.</p> <p>PE sessions- Get Set 4 PE – Introduction to PE Unit 1</p> <p>Balance bikes – start / stop / balance / manoeuvre / glide / adjust speed / up and down</p> <p>Weekly PD challenge to develop gross / fine motor skills – supermovers, go noodle, yoga, skipping, daily mile,</p>	<p>Gross Motor Lilleshall Explorers – fortnightly – build up strength and stamina in walking, exploring, climbing.</p> <p>PE sessions – Get Set 4 PE – Fundamentals Unit 2</p> <p>Balance bikes – start / stop / balance / manoeuvre / glide / adjust speed / up and down</p> <p>Weekly PD challenge to develop gross / fine motor skills – supermovers, go noodle, yoga, skipping, daily mile, football,</p>	<p>Gross Motor Lilleshall Explorers – fortnightly – build up strength and stamina in walking, exploring, climbing.</p> <p>PE sessions – Get Set 4 PE - Gymnastics</p> <p>Balance bikes – start / stop / balance / manoeuvre / glide / adjust speed / up and down</p> <p>Weekly PD challenge to develop gross / fine motor skills – supermovers, go noodle, yoga, skipping, daily mile, football,</p>	<p>Gross Motor Lilleshall Explorers – fortnightly – build up strength and stamina in walking, exploring, climbing.</p> <p>PE sessions – Get Set 4 PE - Dance / Movement including music</p> <p>Balance bikes – start / stop / balance / manoeuvre / glide / adjust speed / up and down</p> <p>Weekly PD challenge to develop gross / fine motor skills – supermovers, go noodle, yoga,</p>	<p>Gross Motor Lilleshall Explorers – fortnightly – build up strength and stamina in walking up more challenging paths up / down Lilleshall hill.</p> <p>PE sessions – Get Set 4 PE – Ball Skills</p> <p>Balance bikes – start / stop / balance / manoeuvre / glide / adjust speed / up and down</p> <p>Weekly PD challenge to develop gross / fine motor skills – supermovers, go noodle, yoga, skipping, daily mile, football,</p>	<p>Gross Motor Lilleshall Explorers – fortnightly – build up strength and stamina in walking up more challenging paths up / down Lilleshall hill.</p> <p>PE sessions – Get Set 4 PE - Games</p> <p>Balance bikes – start / stop / balance / manoeuvre / glide / adjust speed / up and down</p> <p>Weekly PD challenge to develop gross / fine motor skills – supermovers, go noodle, yoga, skipping, daily mile, football,</p>

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	<p>football, running, dough disco, write dance, climbing wall</p> <p>Fine motor</p> <p>Pencil grip assessed and teaching of correct pencil grip/posture / wrist placement.</p> <p>Handwriting pattern tracing sheets as part of phonics session.</p> <p>Individual letters handwriting daily in handwriting formation groups when needed beyond the phonics session.</p> <p>Use of tools eg Paintbrush / scissors / tweezers / hole puncher / saw / hammer / screwdriver. Teach children how to hold and use the tools.</p>	<p>running, dough disco, write dance, climbing wall</p> <p>Fine motor</p> <p>Pencil grip developed / intervention Write from the start / OT pack for those who need additional support.</p> <p>Handwriting pattern tracing sheets as part of phonics session if needed.</p> <p>Individual letters handwriting daily in handwriting formation groups when needed beyond the phonics session.</p> <p>Use of tools eg Paintbrush / scissors / tweezers / hole puncher / saw / hammer / screwdriver. Teach children how to hold and use the tools.</p>	<p>running, dough disco, write dance, climbing wall</p> <p>Fine motor</p> <p>Pencil grip developed / intervention Write from the start / OT pack for those who need additional support.</p> <p>Individual letters handwriting daily in handwriting formation groups when needed beyond the phonics session.</p> <p>Use of tools eg Paintbrush / scissors / tweezers / hole puncher / saw / hammer / screwdriver. Children develop confidence and ability through practise and intervention where necessary.</p>	<p>skipping, daily mile, football, running, dough disco, write dance, climbing wall</p> <p>Fine motor</p> <p>Pencil grip developed / intervention Write from the start / OT pack for those who need additional support.</p> <p>Individual letters handwriting daily in handwriting formation groups when needed beyond the phonics session.</p> <p>Use of tools eg Paintbrush / scissors / tweezers / hole puncher / saw / hammer / screwdriver. Children develop confidence and ability through practise and intervention where necessary.</p>	<p>running, dough disco, write dance, climbing wall</p> <p>Fine motor</p> <p>Pencil grip developed / intervention Write from the start / OT pack for those who need additional support,</p> <p>Digraph joins – horizontal and diagonal as part of phonics session</p> <p>Digraphs practise</p> <p>Use of tools eg Paintbrush / scissors / tweezers / hole puncher / saw / hammer / screwdriver. Children develop confidence and ability through practise and intervention where necessary.</p>	<p>running, dough disco, write dance, climbing wall</p> <p>Fine motor</p> <p>Pencil grip developed / intervention Write from the start / OT pack for those who need additional support,</p> <p>Digraph joins – horizontal and diagonal as part of phonics session</p> <p>Digraphs practise</p> <p>Use of tools eg Paintbrush / scissors / tweezers / hole puncher / saw / hammer / screwdriver. Children develop confidence and ability through practise and intervention where necessary.</p>
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