



Sanderling Class EYFS Curriculum St. Peter's C. of E. Primary School

"I have come in order that you might have life – life in all its fullness,"



2021/22		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values		Responsibility	Joy	Love	Forgiveness	Truth	Courage
Theme		Penguins, Parrots and Puffins	Dungeons and Dragons	Back in Granny's Day	Inside Out	Ready, Steady, Sow!	On Our Doorstep
Unlike the National Curriculum that the children follow in Years 1-6, the statutory framework for the EYFS enables teachers to plan the curriculum around the needs and interests of the children. This means that planning in Reception can be spontaneous, creative and flexible. However, because of the nature of the calendar, the seasons and cultural festivals there are some themes that are predictable and they form the basis for the annual overview.							
Author of the Term/Focus text		Lost and Found by Oliver Jeffers Range of Oliver Jeffers books. Animal topic books: non-fiction	Zog by Julia Donaldson History non-fiction books Bonfire Night/Christmas poems.	Traditional tales – Goldilocks and the Three Bears Range of fairy tales/traditional tales	Whatever Next! By Jill Murphy Fiction based around machines/spacehips. Spring/Easter poems.	The Tale of Peter Rabbit by Beatrix Potter Traditional rhymes – Mary Mary Quite Contrary and Hey Diddle Diddle.	Percy the Park Keeper stories by Nick Butterworth Traditional tales - The Three Little Pigs.
Predictable Interest		Harvest Festival Multicultural Week What is a Sanderling?	Bonfire night Christmas Diwali Remembrance Day Children in Need	New Year Valentine's Day Chinese New Year Safer Internet Day Shrove Tuesday	Easter Mother's Day World Book Day	EYFS – Right Start Pedestrian Training St George's Day	Father's Day Summer fair Sports day
RE		1.1 Harvest. How can we help those who do not have a good harvest? Non-Christian faith link – Judaism – Multicultural week	Prayer Non-Christian faith link – Islam –how do people of other faiths pray? 1.3 Christmas. Why do we give and receive gifts?	1.7 Baptism. Why is Baptism special? Non-Christian faith link – Islam, Hindu, Sikh - how do people of other faiths welcome new babies?	Easter and New Life Holy Week	1.4 Jesus was Special	Special People. What makes a special person?
Prime Areas	Personal, Social & Emotional Development	Jigsaw Unit 1 Being Me How it feels to belong How we are the similar and different. To recognise and manage feelings To consider other peoples' feelings To understand why it is good to be kind and use gentle hands To learn what being responsible means	Jigsaw Unit 2 Celebrating To know everyone is good at different things To know that being different makes us special I can talk about why my home is special I can tell you how to be a good friend I can stand up for myself	Jigsaw Unit 3 Dreams and Goals I understand that when I persevere I can tackle any challenge. I can talk about a time I didn't give up I can set a goal and work towards it I can use kind words to encourage people I can talk about jobs I might like to do when I am older	Jigsaw Unit 4 Healthy Me I understand I need to exercise to keep my body healthy. I can make healthy choices. I understand that some foods are healthier than others. I understand why sleep is good for me. I understand why it is important to wash my hands I know how to stay safe if a stranger approaches me.	Jigsaw Unit 5 Relationships I can recognise some of the jobs I do in my family I know how to make friends I can think of ways to solve problems with my friends I am starting to understand the impact of using unkind words. I know how to be a good friend.	Jigsaw Unit 6 Changing Me I can name parts of the body. I know what I can do and eat to stay healthy. I understand we all grow from babies to adults. I can express how I feel moving to Year 1. I can share my memories of Skylark Class.
	Communication & Language	Listen to and discuss stories by Oliver Jeffers Learn rhymes, poems and songs Listen carefully to rhymes and songs, paying attention to how they sound	Listen to and discuss stories by Julia Donaldson Explore story characters, settings, key events and make predictions. Articulate their ideas and thoughts Develop social phrases Engage in story times	Listen to and talk about traditional tales Retell the story some as exact repetition and some in their own words Articulate their ideas and thoughts in well-formed sentences	Listen to and discuss stories by Jill Murphy Ask questions to find out more and to check they understand what has been read. Describe events in some detail Retell the story some as exact repetition and some in their own words	Listen to and discuss stories by Beatrix Potter Listen to and talk about stories to build familiarity and understanding Retell the story some as exact repetition and some in their own words	Listening attentively Anticipate key events Listen and respond appropriately Ask questions to find out more and to check they understand what has been read.



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		Understand how to listen carefully and why listening is important Develop social phrases Engage in story times Engage in Non-Fiction books Learn new vocabulary	Engage in Non-Fiction books Listen and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary Learn new vocabulary	Connect one idea to another using a range of connectives Learn new vocabulary	Learn new vocabulary	Articulate their ideas and thoughts in well-formed sentences Connect one idea to another using a range of connectives Learn new vocabulary	Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Learn new vocabulary
	Physical Development	Baseline Assessment Revise and refine the fundamental movement skills they have already acquired.	Use their core strength to achieve good posture when sitting at a table or on the floor. Develop their small motor skills. Revise and refine the fundamental movement skills they have already acquired.	Develop the foundations of a handwriting style Progress to a more fluent style of moving, with developing control and grace.	Develop the foundations of a handwriting style Develop overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.	Develop overall body strength, co-ordination, balance and agility Further develop and refine a range of ball skills.	Develop overall body strength, co-ordination, balance and agility Confidently and safely use a large range and small apparatus indoors and outdoors.
	Mathematics	Week 1-4 baseline assessments Matching and sorting Comparing amounts Size, mass and capacity Pattern	Representing 1,2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 2D shapes Positional language Representing numbers to 5 One more One less 2D shapes Time	What is zero? Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity 6,7 and 8 Making pairs Comparing 2 groups Length and height Time	9 and 10 Comparing numbers to 10 Number bonds to 10 3D shapes Pattern	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning -match, rotate, manipulate Adding more Taking away Spatial reasoning – compose and decompose	Doubling Sharing and grouping Even and odd Spatial reasoning – visualise and build Deepening understanding – pattern and relationships Spatial reasoning- mapping
	Literacy	<u>Fiction</u> Nursery Rhymes, stories by Oliver Jeffers, The Colour Monster. <u>Non-Fiction</u> Our Family, name, labels and lists, thank you cards, animal non-fiction texts Phase 1 Phonics	<u>Fiction</u> Zog and other Julia Donaldson stories, poetry about Bonfire Night/Christmas <u>Non-Fiction</u> Books about Festivals/Celebrations, cards, lists, invitations, letters. Phase 2 Phonics	<u>Fiction</u> Goldilocks and The Three Bears, Little Red Riding Hood, Traditional Tales from Other Cultures. <u>Non-Fiction</u> Wanted posters, labels, speech bubbles, recipes – making porridge. Phase 2/3 Phonics	<u>Fiction</u> Whatever Next! And other stories by Jill Murphy, Spring/Easter poems <u>Non-Fiction</u> Life cycles, information texts, lists, fact sheets, simple recounts Phase 3 Phonics	<u>Fiction</u> Peter Rabbit and other stories by Beatrix Potter, traditional rhymes. <u>Non-Fiction</u> Captions, labelling, letters, information sheet, instructions. Phase 3/4 Phonics	<u>Fiction</u> Percy the Park Keeper stories <u>Non Fiction</u> Barnaby Bear, journeys and travels, country fact sheets Phase 4 Phonics
	Understanding the World	<u>Natural World</u> Recognising signs of Autumn Exploring hot and cold places around the world Comparing animal characteristics Exploring the outdoor classroom.	<u>Natural World</u> Recognising signs of Autumn Investigating Light & Dark <u>Past & Present</u> Know the story of the Gunpowder Plot. Understand the significance of Remembrance Sunday	<u>Past & Present</u> Talking about themselves and their families Creating personal timelines Talking about their personal history Comparing classroom from the past to present day Comparing old and new toys	<u>People, Culture and Communities</u> Explain some similarities and differences of how Easter is celebrated around the world <u>Natural World</u> Recognising signs of spring	<u>Natural World</u> Recognising signs of summer Investigating growth, making observations Making observations of different vegetables Investigating plants Planting our own seeds <u>Past & Present</u>	<u>People Culture and Communities</u> Sharing and comparing personal experiences Look at where Heysham is on a map Compare Heysham to another country Make a simple map of the outdoor classroom



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		<p>Harvesting the fruit in the outdoor classroom. Eating/cooking with the fruit picked</p> <p><u>People Culture and Communities</u> Finding out about harvest around the world How can we help those who have a bad harvest?</p> <p>ICT- What is Technology? Online safety</p>	<p><u>People Culture and Communities</u> Locate India on a map To look at how Diwali is celebrated To look at how different countries/cultures celebrate Christmas</p> <p>ICT – Using a Computer Online safety</p>	<p><u>Natural World:</u> Using simple maps, globes, atlas, Google maps. <u>People Culture and Communities</u> Listening to traditional tales from other cultures. Explore Chinese New Year explaining some similarities and differences How to people from other cultures welcome new babies?</p> <p>ICT – Unplugged programming and instructions</p>	<p>Making observations of flowers/spring in the outdoor classroom Exploring animal life cycles and habitats</p> <p>ICT – Programming beebots Online safety</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p><u>People, Culture and Communities</u> Job/services within the community</p> <p>ICT – Exploring simple hardware</p>	<p><u>People, Culture & Communities</u> Make observations of the seaside. Compare seaside to the countryside</p> <p><u>Natural World</u> Making observations of the seaside Investigating different materials Waterproof investigations</p> <p>ICT- Introduction to data Online safety</p>
	Expressive Arts & Design	<p><u>Creating with Materials</u> Watercolour painting Clay – birds Self Portraits</p> <p><u>Being Imaginative and Expressive</u> Charanga music Nursery Rhyme Body percussion Junk modelling - shelters Role Play – Vets (linked to animal topic)</p>	<p><u>Creating with materials</u> Firework artwork Printing Colour mixing Christmas crafts</p> <p><u>Being Imaginative and Expressive</u> Charanga music Christmas songs Nativity performance Role Play – Christmas Post Office</p>	<p><u>Creating with materials</u> Portraits with chalks Collage</p> <p><u>Being Imaginative and Expressive</u> Charanga music Story songs and chants Role Play – Three Bears' Cottage</p>	<p><u>Creating with materials</u> Observational drawings Junk modelling - robots Animal texture/collage</p> <p><u>Being Imaginative and Expressive</u> Charanga music Space drama Role Play – Spaceship (linked to Literacy- Whatever Next).</p>	<p><u>Creating with materials</u> Peter Rabbit painting Collage Exploring textures Printing with ink</p> <p><u>Being Imaginative and Expressive</u> Charanga music Role Play – Mr MrGregor's Garden (linked to Literacy).</p>	<p><u>Creating with materials</u> Construction of shed for Percy Seaside painting</p> <p><u>Being Imaginative and Expressive</u> Charanga music Role Play – Percy's Park (linked to Literacy).</p>
	Possible Enrichment Activities	<p>Harvest Festival at Church</p> <p>Autumn walk</p>	<p>Pantomime trip to The Dukes</p> <p>Christmas shows and parties</p> <p>EYFS/KS1 Nativity performance</p>	<p>Museum loan box – items from the past</p> <p>Heysham Library visit</p> <p>Visit to St. Peter's Church – Rev. Osborn</p>	<p>Spring walk</p> <p>DT day – machine building</p>	<p>Chicks</p> <p>Planting/gardening tasks Woodland walk/visit to Heysham Head</p>	<p>Lots of local walks!</p> <p>Beach visit</p>