

Detailed Curriculum Weekly Overview – EYFS

Foundation One – Spring 2024-25

| Week | English | Maths | Other Areas of Learning |
|------|--|---|--|
| 1 | <ul style="list-style-type: none"> Key Text – ‘Jack and the Beanstalk’ WOW Day – big footprints left outside in the playground and gigantic gold eggs to be found Q: Who has left the footprints outside and why? Etc. Make the story map Begin to understand how stories are structured Begin to recall the events that have happened within the story Make story sequencing books using pictures Recap of previous phonics sounds Assessment of phonics (s a t p i n) red words I Continue blending CVC words and sounding out daily Blending and segmenting activities Identify name and name writing practice Introduction to a new topic ‘As I Grow’ Helicopter stories – scribe new stories weekly and act them out on a taped-out stage (character, setting, problem, *solution) <p>Settling in 6 new children into Puffins.</p> | <p>Recite numbers to 10/20 Recognise and order numbers from 0-10 – 11-20 Match Numeral to number correctly Recognise and name 2d shapes Make simple repetitive patterns</p> <p>New children – check their starting points</p> | <p>Over the Term Children will ...</p> <p><u>Personal Social and Emotional Development</u></p> <p>We will talk about our families. Who lives in our homes? We will look at the pictures from our birthdays (1st, 2nd, 3rd, 4th and discuss what has changed. Learn about stages of our lives (baby/toddler/child/teenager/adult). Talk about our likes and dislikes. Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling and how our actions affect the way they feel. How to be a good friend.</p> <p><u>Communication and Language</u></p> <p>The children will become familiar with and grow to love a variety books, songs and rhymes. They will learn to differentiate fiction and non-fiction books. They will be able to describe how they are different.</p> <p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> -Small world-based play -Helicopter stories -Story sacks -Puppet shows -Hot seating -Role play/Dressing up <p><u>Physical Development</u></p> |
| 2 | <ul style="list-style-type: none"> Retell the story of ‘Jack and the Beanstalk’ using Story Map | <p>Recite numbers to 10/20 Recognise and order numbers</p> | |

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| | <ul style="list-style-type: none"> Key Text 'When I Grow Up' (stages of life – baby/toddler/child/teenager/adult) Begin to understand how stories are structured Begin to recall the events that have happened within the story Make story sequencing books using pictures Continue to practise sounds formation Helicopter stories – scribe new stories weekly and act them out on a taped-out stage (character, setting, problem, *solution) Blending and segmenting activities Sound of the week: m <p>Continue settling in new Puffins</p> | <p>from 0-10 – 11-20</p> <p>Match Numeral to number correctly</p> <p>Recognise and name 2d shapes</p> <p>Make simple repetitive patterns</p> <p>Order 3 items by height</p> <p>Order 3 items by length</p> <p>Two hands/cubes (non-standard units) to measure items</p> | <p>Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.)</p> <p>Encouraging different ways of moving, crawling, walking, running etc.</p> <p>Learn about safety when handling tools, and moving equipment and materials.</p> <p>Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.</p> <p>The children will also be taking part in weekly gymnastic sessions focusing on introducing basic movements.</p> |
| 3 | <ul style="list-style-type: none"> Key Text – 'Titch' Be able to identify the main characters in a story. Be able to talk about the settings of the story, *problem and a solution. Helicopter stories – scribe new stories weekly and act them out on a taped-out stage (character, setting, problem, *solution) Blending and segmenting activities Begin to explore books independently Sound of the week: d | <p>Identify 2D shapes</p> <p>Identify properties of 2D shapes</p> <p>Create simple patterns</p> | <p><u>Expressive Art and Design</u></p> <p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p> <p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>The children will explore how to join material together.</p> |
| 4 | <ul style="list-style-type: none"> Lunar New Year week Key Text - 'I love Chinese New Year' by Eva Wong Nava. Understand how stories are structured Learn a few facts about Lunar New Year Recall key events within stories Begin to role play/re-enact events within a story Blending and segmenting activities Sound of the week: g red word go | <p>Understand positional language</p> <p>Begin to describe positions</p> <p>Use positional language accurately</p> <p>'5 Little Dumplings' book by Kelsey Chen</p> | <p>The children will learn a variety of songs and will move to the music/songs.</p> <p><u>Understanding the World</u></p> <p>The children will explore growth and decay over time linked to plants in the garden. The children will plant seeds and vegetables and learn how to care for them.</p> <p>The children will talk about different vegetables and how they grow.</p> |
| 5 | <ul style="list-style-type: none"> National Storytelling Week | <p>Weighing scales</p> | |

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| | <ul style="list-style-type: none">• Key Text 'The Enormous Turnip'• Make a story map• Recall events that have happened within a story• Recognise sounds and prints within the environment• Blending and segmenting activities• Helicopter stories – scribe new stories weekly and act them out on a taped-out stage (character, setting, problem, *solution)• Begin to recognise the initial sounds in words• Sound of the week: o | (heavier-lighter, equal) Measurements (full, empty, half full, half empty) | <p>The children will learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>The children will talk about forces such as pushes and pulls. For example, pushing the seeds into the ground</p> <p>The children will explore and investigate how different toys work such wind-up toys, pulleys, sets of cogs and pegs with boards.</p> <p>The children will plan and take part in a variety of scientific investigations such as:</p> <ul style="list-style-type: none">- Melting and freezing- Cooking- Colour mixing |
| 6 | <ul style="list-style-type: none">• Arts Week• Retell 'The Enormous Turnip' using the Story Map• Read 'The Enormous Watermelon' discuss – what is the same, what is similar, what is different in this story• Begin to link letters and sounds• Recognise print in various places• To begin to recognise familiar words and signs• Blending and segmenting activities• Sound of the week: c | Recite numbers to 10 Recite numbers to 20 and beyond Count an irregular arrangement of objects Count from different starting points Be able to recognise a missing number within a sequence | |
| Half Term | | | |
| 7 | <ul style="list-style-type: none">• Little Big Me Day• Key Text – 'The Tiny Seed'• Story map• Phonics recap – blending and segmenting activities daily• Helicopter stories – scribe new stories weekly and act them out on a taped-out stage (character, setting, problem, *solution)• Blending and segmenting activities• Sound of the week: k ck | To identify 2D shapes within the environment To be able to identify properties of 2D shapes To begin to recognise some 3D shapes | |
| 8 | <ul style="list-style-type: none">• World Book Day (Thursday)• Continue retelling the story using story map 'Tiny Seed'• Look at the features of fiction and non-fiction books | Mental Addition Recognise groups of items which may be bigger or smaller | |

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| | <ul style="list-style-type: none"> • Cycle of plants, learn about parts of plants • Plant watercress and cucumbers (Science) • To recall events within a story • To be able to join in with repeated refrains and repeated words • Blending and segmenting activities • Sound of the week: e he me | <p>Begin to count groups of objects together Find total of two groups by counting all of them</p> | |
| 9 | <ul style="list-style-type: none"> • Key Text - The Very Hungry Caterpillar • Story map • Life cycle of a butterfly • Blending and segmenting activities • Helicopter stories – scribe new stories weekly and act them out on a taped-out stage (character, setting, problem, *solution) • Sound of the week: u | <p>2D /3D shapes Positional language 'Barrier game' using descriptive language</p> | |
| 10 | <ul style="list-style-type: none"> • Retell the story using Story Map • Enacting the story using props • Blending and segmenting activities • <u>Sound of the week: r</u> | <p>Add by combining groups Being able to identify a number between two given numbers</p> | |
| 11 | <ul style="list-style-type: none"> • Learn about Easter • Books related to Easter celebrations and what traditions other countries have during Easter • Blending and segmenting activities • Revising all the sounds learnt this term and red words | <p>Problem solving to encourage critical thinking</p> | |