

## Topic: Once Upon A Time...

EYFS Curriculum Objectives	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Story / Theme</b>	ORT- Kipper Starting school	Charlie and Lola I'm too absolutely small for school	Goldilocks and the Three Bears.	We're going on a Bear Hunt.	The Gruffalo	Dinosaur Roar	The Rainbow Fish
<b>PSED</b> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul> <b>Self Regulation</b> Spring Term <b>Managing Self</b> <ul style="list-style-type: none"> <li>Manage their own needs.</li> </ul>	<b>PSED School Routines / Class Rules</b>  Classroom procedures.  The importance of hand washing.  Super soap handwashing story.	<b>PSED School Routines / Class Rules</b>  Learn the 'Stop it, I don't like it' social phrase.  What does good playing and sharing look like?	Responsibility 5R Link to Little Red Hen in assembly.  Making good choices... looking after things,	Making New Friends.  How to make a friend? How to ask to join a game?  Use puppets to role model using words.	Kind hands, kind feet, kind words.  Be kind, be kind, be kind.  Read Hands are not for hurting.  Introduce concept of a learning partner.	Resilience 5R The Tortoise and the Hare  Learning about being resilient CoL.  Learn how to be independent with own coat.	Read 'This is Our House' by Michael Rosen- talk about sharing.

	<p><b>Circle Time</b> Pass the object.</p> <p>Name game.</p>	<p><b>Circle Time</b> Pass the smile.</p> <p>Roll the ball and say a name.</p>	<p><b>Circle Time</b> Pass the clap</p> <p>Change places if... Colour groups</p>	<p><b>Circle Time</b> Pass the wink</p> <p>My friend is....</p>	<p><b>Circle Time</b> Play Simon Says...as in the Gruffalo says...</p>	<p><b>Circle Time</b> Name Game</p> <p>I am happy when...</p> <p>I like playing with...</p>	<p><b>Circle Time</b> Introduce parachute and parachute games.</p>
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening , Attention, Understanding</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen and talk about stories to build familiarity and understanding.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask question to find out more and to check they understand what has been said to them.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> </ul>	<p>Introducing the visual symbols for listening and learning.</p> <p>Following simple instructions.</p> <p>Asking the class teddy questions.</p>	<p>Learn the phrase 'Stop it, I don't like it.'</p> <p>Building relationships with other children and adults.</p> <p>Learning what the word 'responsible' means in school.</p> <p>Learning the phrase - 'choose it, use it, put it away'.</p>	<p>Learn the Goldilocks Song.</p> <p>BBC EYFS Listening game - guess the sound.</p> <p>Mystery Object - ask a question to find out what is in my mystery bag?</p>	<p>Learn the Bear Hunt Song.</p> <p>Making new friends - learn how to ask someone if you can play with them or join their game.</p>	<p>The Gruffalo Song.</p> <p>Play Simon Says...as in the Gruffalo says...</p> <p>BBC Movement - The Gruffalo.</p>	<p>10 Little Dinosaur Song.</p> <p>Talking about vocabulary from the story: i.e. meek, lumpy, etc.</p> <p>Learn the word 'resilient'.</p>	<p>Use new word 'resilient' when learning new things.</p>

<p><b>PHYSICAL DEVELOPMENT</b> <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	<p>Baseline Assessments - using physical equipment outside.</p>	<p>Baseline Assessments - using physical equipment outside.</p>	<p>PE - Points and Patches Lesson 1. Focusing on learning how to balance.</p> <p>Introduce PE rules and safety.</p> <p>Cosmo kids Yoga - Farm.</p>	<p>PE - Points and Patches Lesson 2. Learning how to balance using the big parts of our body.</p> <p>Yoga - We are going on a bear hunt.</p>	<p>PE - Points and Patches Lesson 3. Using the small parts of our body to balance. Learning how to make the 'bridge' position.</p> <p>BBC Movement - The Gruffalo.</p>	<p>PE - Points and Patches Lesson 4. Learning how to change our balance position and hold a balance.</p> <p>Cosmo kids yoga - Tiny The T-Rex</p>	<p>PE - Points and Patches Lesson 5. Moving around at different speed holding a balance.</p> <p>Dance - Snapping Claws and Wriggling Tentacles</p> <p><a href="https://www.bbc.co.uk/programmes/p01rtm7y">https://www.bbc.co.uk/programmes/p01rtm7y</a></p>
<p><b>PHYSICAL DEVELOPMENT</b> <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</li> </ul>	<p>Baseline Assessments - using tools and classroom equipment inside.</p>	<p>Baseline Assessments - using tools and classroom equipment inside.</p>	<p>Teach the skill of how to hold and use a paint brush.</p> <p>Learn how to hold and use a whiteboard pen and board.</p>	<p>Introduce name card and name writing /tracing with tri-pod grip.</p>	<p>Focus on using scissors to cut a zig zag snake.</p> <p>Continue with tracing letters from their name.</p> <p>Practise writing s, a, t.</p>	<p>Numbered dinosaurs and pegs. Dinosaur cookie cutters. Use tools to make texture and features on playdough dinosaurs.</p> <p>Practise writing p, i, n.</p>	<p>Learning to cut playdough with a knife and fork.</p> <p>Practise writing m, d, g.</p>

<p><b>LITERACY</b> <b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>	<p>Baseline Assessment - Word recognition and phonic knowledge.</p>	<p>Baseline Assessment - Word recognition and phonic knowledge.</p>	<p>Learning to recognise own name.</p>	<p>Learning to recognise own name.</p>	<p>Phonics s, a, t</p> <p>Introduce key yellow words: mum / dad</p>	<p>Phonics p, i, n</p> <p>I / a</p> <p>Begin segmenting and blending: satpin.</p>	<p>Phonics m, d, g</p> <p>my / and</p> <p>Continue segmenting and blending: satpinmdg.</p>
<p><b>LITERACY</b> <b>Comprehension</b></p> <p>Retell known stories in their own words. Answer simple questions about stories (<i>Rex Retriever</i>). Make simple predictions (<i>Predicting Pip</i>). Apply early reading skills: picture cues.</p>	<p>Reading and sharing stories from the book corner with whole class book talk and discussion about the story.</p>	<p>Reading and sharing stories from the book corner with whole class book talk and discussion about the story.</p>	<p>Retell the story using own words and key features / language from the story.</p>	<p>Retell the Bear Hunt story, using the repeated refrains and story language.</p>	<p>Guided Reading</p> <p>Answers simple questions and uses picture cues.</p>	<p>Guided Reading</p> <p>Make simple predictions and use picture cues.</p>	<p>Guided Reading</p> <p>Answers simple questions, makes predictions and uses picture cues.</p>
<p><b>LITERACY</b> <b>Writing</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Segment small words orally.</li> </ul> <p><b>PD</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Explore the marking making equipment.</p>	<p>Explore the marking making equipment.</p>	<p>Learn how to use 'Ted' drawing and writing book.</p>	<p>Tracing cursive letters and name cards.</p>	<p>Draw and annotate a picture from the <i>Gruffalo</i> story in the writing book.</p> <p>Tracing cursive letters and name cards.</p>	<p>Using dinosaur stencils to create own dinosaur.</p> <p>Tracing cursive letters and name cards.</p> <p>Writing initial sounds to match objects.</p>	<p>Draw picture of my mum or my dad and label with correct words (stick on).</p> <p>Tracing cursive letters and name cards.</p> <p>Writing initial sounds to match objects.</p>

<p><b>MATHEMATICS</b> <b>Number</b></p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Compare Numbers.</li> </ul>	<p>Baseline Assessment - numbers and counting.</p>	<p>Baseline Assessment - shape and pattern.</p>	<p>Matching and counting numbered nuts and bolts.</p>	<p>Count and match numicon shape to numeral.</p>	<p>Counting coins.  Using counting games on Top Marks Maths.</p>	<p>Count accurately 1:1 and match sets of objects with numeral.</p>	<p>Count accurately 1:1 and match sets of objects with numeral.</p>
<p><b>MATHEMATICS</b> <b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	<p>Baseline Assessment - numbers and counting.</p>	<p>Baseline Assessment - shape and pattern.</p>	<p>Using magnetic shapes and Tap Tap shapes to make pictures.</p>	<p>WRM Matching / Sort. Learning how to sort using groups or set with the 'same' properties.</p>	<p>WRM Sorting. Sort different objects according to property.</p>	<p>WRM Comparing Amounts. More and fewer, matching numeral symbol to its cardinal value.</p>	<p>WRM Compare size, mass and capacity.</p>
<p><b>U+W</b> <b>Past and Present</b> Spring Term <b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel outside.</li> </ul>	<p>Becoming familiar with the adults in school and talking about our families.</p>	<p>Becoming familiar with the adults in school and talking about our families.</p>	<p>Learning about the school community - other classes, headteacher, lunch supervisors.</p>	<p>Explore and describe the different textures and feel of mud, stones and water - linked to Bear Hunt story.</p>	<p>Introduce the ORT family characters - talk about own families.</p>	<p>Autumn Exploring conkers, pumpkins and gourds. Describe what they see and feel.</p>	<p>Floating and Sinking Investigation.</p>

<b>RE</b>	To Begin After Half-Term						
<b>EXPRESSIVE ARTS AND DESIGN</b> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Develop story lines in their pretend play.</li> </ul>	Explore and use equipment from the art trolley.  Introduce the role-play resources.	Explore and use equipment from the art trolley.  Introduce the role-play resources.	Re-enact the Goldilocks story using the role-play resources.	Listen and learn the Bear Hunt song.	Using scissors to making a zig zag snake.	Using the small word dinosaurs to develop own story lines.	Mixing poster/ powder paints to paint scales on rainbow fish.
<b>MUSIC</b>	To Begin After Half-Term						
<b>EXPRESSIVE ARTS AND DESIGN</b> <b>Creating with Materials</b> Create collaboratively, sharing ideas, resources and skills.	Explore and use equipment from the art trolley.	Explore and use equipment from the art trolley.	Painting and using art resources. Learning to use PVA glue.	Introduce Junk Modelling resources and joining materials.	Introduce paper stampers and paper strips.	Explore different artistic effects to make dinosaur patterns - bubble printing.	Explore materials to make fish collage and 3D models.
<b>CHARACTERISTICS OF LEARNING</b>							
<b>Playing and Exploring</b> Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves whilst playing. Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascination			<b>Active Learning</b> Begins to predict sequences because they know routines. Begins to correct their mistakes themselves. Keep on trying when things are difficult.			<b>Creating and Thinking Critically</b> Take part in a simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Solve real problems. Know more so feel confident with coming up with their own ideas.	