

## Netherfield Primary School EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My World		Our Country/World		Our Planet	
Reception	Inside Out	Let's Celebrate	Out of this World – (Superheroes)	Natural Wonders	Into the Woods – (Once Upon A Time)	Sea to Sky
Netherfield Values	Honesty	Respect	Integrity	Kindness	Perseverance	All
Core Texts	Colour Monster - Anna Llenas The Secret in Me - Amy Sparks Super Duper You - Sophie Henn Only One You – Linda Kranz Amazing - Steve Anthony The Dot – Peter Reynolds	Elmer's Special day - David McKee The Scarecrow's Wedding – Julia Donaldson Pumpkin's Soup – Helen Cooper The night before Christmas The Jolly Christmas Postman – Allan and Janet Ahlberg Peepo – Allan Ahlberg	Elliott Jones Midnight Superhero – Anne Cottringer All the Ways to be Smart – Davina Bell Charlie's Superhero Underpants – Paul Bright Martha Maps It Out – Leigh Hodgkinson Superhero Like You – Dr Ranj	Giraffe's can't Dance – Giles Andreae Wiggle and Roar – Julia Donaldson (poetry) The Ugly Five – Julia Donaldson The Lion Inside - Rachel Bright Penguin – Polly Dunbar David Attenborough/Jane Goodall Little People Big Dreams	Jack and the Beanstalk Farah Loves Mangoes – Sarthak Sinha Luna Loves Gardening – Joseph Coelho Rosa Explores Life Cycles – Jessica Spanyol Lulu Loves flowers – Anna McQuinn The Extraordinary Gardener – Sam Boughton	A snail in space – Rachel Bright How to catch a star - Oliver Jeffers A planet full of plastic - Neal Layton Somebody Swallowed Stanley - Sarah Roberts Look Up- Nathan Bryon Rain before Rainbow - Smriti Halls The Whale who wanted more - Rachel Bright
Focus Topics	<u>All About Me</u> What are emotions and feelings and why are they important? My life and Family History How have I changed? Why are we special?	<u>Celebrations and Special Times</u> How have things changed? Materials – similarities and differences Celebrations around the world. Seasonal Changes – Autumn and Winter	<u>My Community</u> Different roles in society Where I live Places of interest Maps and symbols Which people are special and why – Jesus's Miracles	<u>The Environment</u> Are all environments and localities the same? Animals and their environments What places are special and why? Seasonal Changes - Spring	<u>Plants and Healthy eating</u> Observe how plants and flowers grow and change. Food Tasting Special Stories	<u>Our Wonderful World</u> Space Under the sea Caring for living things and the earth. How we look after nature. Being safe in the world we live in
I Wonder....? Questions	<ul style="list-style-type: none"> <li>➤ What are emotions and why are they important?</li> <li>➤ How do I belong and who is in my family?</li> <li>➤ Do all families look the same?</li> <li>➤ How have I</li> </ul>	<ul style="list-style-type: none"> <li>➤ What's a celebration</li> <li>➤ How do we celebrate and who do you celebrate with?</li> <li>➤ How have things changed?</li> <li>➤ How do people celebrate special events in our</li> </ul>	<ul style="list-style-type: none"> <li>➤ What makes someone a superhero?</li> <li>➤ Do I have a superpower?</li> <li>➤ Can good people make bad choices?</li> <li>➤ What roles do people have in society?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Are all environments and localities the same?</li> <li>➤ Why don't we see lions and penguins in Netherfield?</li> <li>➤ Would my life be the same if I lived somewhere</li> </ul>	<ul style="list-style-type: none"> <li>➤ How could I grow the biggest plant?</li> <li>➤ Do plants get old?</li> <li>➤ What does healthy food mean?</li> <li>➤ Does all food look and taste the same?</li> </ul>	<ul style="list-style-type: none"> <li>➤ If I could live in space?</li> <li>➤ What can we see in the sky?</li> <li>➤ Who can live in the ocean?</li> <li>➤ Who uses the sea?</li> <li>➤ How can I help look after the ocean?</li> </ul>

	<ul style="list-style-type: none"> <li>➤ changed?</li> <li>➤ Who cares for me and how do we care for each other?</li> <li>➤ What do people do when a new baby arrives?</li> <li>➤ Where do we live and what is the name of my town?</li> </ul>	<ul style="list-style-type: none"> <li>➤ country and around the world?</li> <li>➤ Is every celebration the same?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Where can I find a superhero?</li> <li>➤ What are places of interest?</li> </ul>	<ul style="list-style-type: none"> <li>➤ else?</li> <li>➤ What are environments?</li> <li>➤ How can we look after the environment?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is it like to be a gardener?</li> <li>➤ How can you help plants and vegetables grow?</li> </ul>	
<b>Communication and language</b>	<p>Listening and attention skills</p> <p>Asking and answering 'what' questions</p> <p>1:1 discussion</p> <p>Sequencing the story 'A little bit brave' text. (First, Next, After)</p>	<p>Joining in with repeated refrains in stories</p> <p>Asking and answering 'who' questions'</p> <p>1:1 discussion</p> <p>Retelling the story '</p>	<p>Discussing and ordering key events in a story</p> <p>Asking and answering 'when' questions</p> <p>Small group discussions</p> <p>Using present tense</p>	<p>Identifying main characters in a story</p> <p>Asking and answering 'where' questions</p> <p>Small group discussions</p> <p>Using conjunctions to join ideas 'and' 'because'</p>	<p>Linking events in a story to own experiences</p> <p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p>	<p>Sequence story/real life events in detail</p> <p>Create own narratives using story language</p> <p>Hot seating</p> <p>Whole class discussions</p> <p>Using future tense</p>
<b>Personal Social and Emotional</b>	<b><u>Living in the Wider World</u></b>	<b><u>Health and Wellbeing</u></b>	<b><u>Relationships Education</u></b>	<b><u>Living in the Wider World</u></b>	<b><u>Health and Wellbeing</u></b>	<b><u>Relationships Education</u></b>
<b>Physical Development</b>  <b>Gross Motor Skills</b>	<p>Games A</p> <p>Kick a large ball</p> <p>Catch a large ball</p> <p>Throwing and catching</p> <p>Hand-eye co-ordination</p> <p>Show increasing control of</p>	<p>Dance</p> <p>Move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping,</p>	<p>Games B</p> <p>Negotiate space successfully in racing and chasing games with others.</p> <p>Run skilfully and negotiate space successfully,</p>	<p>Gymnastics A</p> <p>Squat with steadiness to rest or play with an object on the ground</p> <p>Rise to feet without using hands</p>	<p>Gymnastics B</p> <p>Climb confidently and begin to pull themselves up on equipment.</p> <p>Mount stairs, steps or climbing equipment using</p>	<p>Athletics</p> <p>Run safely on whole foot</p> <p>Vary pace depending on distance</p> <p>Show basic jumping and hopping</p> <p>Marching / running</p>

	an object when pushing, patting, throwing, catching or kicking	sliding, hopping Different ways of moving Changing direction Moving in time to music Exploring different ways of moving	adjusting speed or direction to avoid obstacles. Explore different ways of moving Changing speed and direction	Stand on one-foot Balancing Jumping and landing Travelling confidently	alternate feet. Jump off an object and land appropriately. Travel with confidence and skill around, under and over balancing and climbing equipment.	Jumping Sports day
Fine Motor Skills	Dough Disco Tripod Grip Writing position Move shoulders, elbow and wrists and isolate move different fingers Writing symbols and some letters from my name  <b>Cutting skills:</b> make snips with paper/uses one handed tools	To form some letters from phase 2 and form letters from my name. Doing up zips Chopping with a knife  <b>Cutting skills:</b> cutting along a line	Letter formation 'around' letters Letter formation 'down' letters Doing up clips Using a knife and fork to cut  <b>Cutting skills:</b> use scissors to cut curved lines	Letter formation 'curly' letters Letter formation 'zig-zag' letters  <b>Cutting skills:</b> using scissors to cut out shapes	Form most letters correctly Begin to reduce the size of my letters Using small tools Doing up buttons  <b>Cutting skills:</b> Use scissors independently	Form most letters correctly Form letters with consistency of size Begin to sit letters on the line Capital letter formation  <b>Cutting skills:</b> Use scissors for a purpose- combining media
Phonics – Little Wandle	<b>Phase 2 Graphemes</b> s a t p i n m d g o c k ck e u r h b f l  <b>Tricky Words</b> is I the	<b>Phase 2 Graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)  <b>Tricky Words</b> put* pull* full* as and has his her go no to into she push* he of we me be	<b>Phase 3 Graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er er • words with double letters • longer words  <b>Tricky Words</b> was you they my by all are sure pure	<b>Phase 3 Graphemes</b> Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end  <b>Tricky Words</b> Review all taught so far	<b>Phase 4 Graphemes</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est  <b>Tricky Words</b> said so have like some come love do were here little says there when what one out today	<b>Phase 4 Graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est /d/ -er, -est • longer words and compound words  <b>Tricky Words</b> Review all taught so far

<b>Reading</b>	<p>To listen to stories</p> <p>To listen to stories with increasing attention and recall.</p> <p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To enjoy an increasing range of books.</p> <p>To understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- know the names of the different parts of a book.</li> </ul> <p>To anticipate key events and phrases in rhymes and stories.</p>	<p>To begin to retell stories</p> <p>To begin to be aware of the way stories are structured.</p> <p>To follow a story without pictures or props.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To enjoy rhyming and rhythmic activities and join in with repeated refrains in rhymes and stories.</p>	<p>To retell stories</p> <p>To play cooperatively as part of a group to develop and act out a narrative</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>To show an awareness and rhyme and alliteration</p>	<p>Building fluency and understanding.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To recognise rhythm in spoken words.</p>	<p>To begin to explain stories</p> <p>To describe main story settings, events and principal characters.</p> <p>To begin to understand 'why' and 'how' questions and answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others</p> <p>To know that information can be relayed in the form of print.</p> <p>To continue a rhyming string</p>	<p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To suggest how a story might end.</p> <p>To develop preference for forms of expression.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To know that information can be retrieved from books</p>
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<b>Word Reading and Reading Skills (Blending and Segmenting)</b>	<p>To hear and say the initial sound in words.</p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>Reading books match their phonic knowledge.</p>	<p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>Reading books match their phonic knowledge.</p>	<p>To recognise familiar words and signs such as own name</p> <p>To read some common irregular words and tricky words</p> <p>Reading books match their phonic knowledge.</p>	<p>To build up confidence in word reading, fluency and understanding by re-reading books.</p> <p>To begin to break the flow of speech into words using phase 3 and 3 phonemes.</p> <p>Reading books match their phonic knowledge.</p>	<p>To build up confidence in word reading, fluency and understanding by re-reading books.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To begin to read cvcc words and simple sentences.</p> <p>Reading books match their phonic knowledge.</p>	<p>To build up confidence in word reading, fluency and understanding by re-reading books.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To know and read 10 digraphs</p> <p>To read and understand simple sentences.</p> <p>Reading books match their phonic knowledge.</p>
<b>Literacy</b>	<p>I can make recognisable marks and tell an adult about it.</p> <p>I can write some recognisable letters in Phase 2</p> <p>I can the initial sounds in some words.</p> <p>I can write some or all of my name.</p> <p><b>Drawing Club</b></p> <ol style="list-style-type: none"> <li>1. A little Bit Brave</li> <li>2. Colour Monster - Anna Llenas</li> <li>3. Not Now Bernard</li> <li>4. The Little Red Hen</li> <li>5. Where the wild things are</li> </ol>	<p>I can recognise and use most of Phase 2 phonemes/graphemes</p> <p>I can segment cvc words.</p> <p>I can write cvc words that use phase 2 GPCS</p> <p>I can read back what I have written to an adult.</p> <p><b>Drawing Club</b></p> <ol style="list-style-type: none"> <li>1. Room on the Broom</li> <li>2. Meg and Mog</li> <li>3. The magic cooking pot</li> <li>4. Elves and the shoemaker</li> <li>5. Stick Man</li> <li>6. Ginger bread Man</li> </ol>	<p>I can recognise and use most of Phase 3 phonemes/graphemes</p> <p>I can write cvc words with some digraphs</p> <p>I can write some phase 2 tricky words.</p> <p>I can write mostly recognisable letters</p> <p>I can write words in order</p> <p><b>Model sentences</b></p> <p><b>Characters next to an object with key words-next to, behind</b></p> <p><b>Drawing Club - Spring 1</b></p> <ol style="list-style-type: none"> <li>1. we're going on a bear hunt</li> <li>2. Rosie's Walk</li> <li>3. Naughty Bus</li> <li>4. Mighty Mo - Alison Brown</li> <li>5. The Great Race (Chinese New Year)</li> </ol> <p><b>Drawing Club - Spring 2</b></p> <ol style="list-style-type: none"> <li>1. Dear Zoo</li> <li>2. Tiger who came for tea</li> <li>3. Chicken Licken</li> <li>4. Goldilocks</li> <li>5. Owl Babies</li> </ol>	<p>I can write recognisable letters, most of which are correctly formed.</p> <p>I can spell words by identifying sounds in them and represent the sound with a letter/s</p> <p>I can write simple phrases and sentences that can be read by others.</p> <p><b>Drawing Club - Summer 1</b></p> <ol style="list-style-type: none"> <li>1. The Very Hungry Caterpillar</li> <li>2. Super worm</li> <li>3. Handa's Surprise</li> <li>4. Jack and the Beanstalk</li> <li>5. The extraordinary Gardner</li> <li>6. The Ugly Duckling</li> </ol> <p><b>Drawing Club - Summer 1</b></p> <ol style="list-style-type: none"> <li>1. The treasure of Pirate Frank</li> <li>2. Tiddler</li> <li>3. Somebody Swallowed Stanley - Sarah Roberts</li> <li>4. Man on the Moon</li> <li>5. The Sandcastle – M P Robertson</li> </ol>		
<b>Maths</b>	<p><b>See detailed progression on White Rose LTP document</b></p> <p>* From Autumn, days of the week and months of the year will be covered during our daily calendar sessions*</p>					

Mastery In Maths						
<p><b>Understanding of the world</b></p> <p>Know that the past is something that has already happened and that the present is what is happening now</p> <p>Begin to identify similarities and differences between life now and in the past and talk about changes that have occurred</p>	<p><b>History</b></p> <p>My life story</p> <p>I know about my own life story and family history.</p> <p>I know how I have changed</p> <p><b>Geography</b> – know that Nottingham is in Netherfield and this is where we live and go to school</p> <p>To find different locations within the school</p>	<p><b>History</b></p> <p>To be able to talk about a past event in their own life in the correct order</p> <p>I know changes within my family lifetime.</p> <p>I know about some familiar situation in the past – homes</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Science – Materials</b></p> <p>I know similarities and differences between materials</p> <p>Use and explore a variety of materials (Make a scarf for the jolly postman or shoes for the elves)</p> <p><b>Seasons</b></p> <p>Make observations about the weather and seasonal changes. Go on a seasonal walk around the school.</p>	<p><b>History</b></p> <p>I know about the lives of people around me and their roles in society</p> <p><b>Geography</b></p> <p>My community</p> <p>Exploring maps</p> <p>Discuss similarities and differences in relation to places (e.g. town/village, house/flat, church/synagogue)</p> <p>Find out about the environment by examining photographs, simple maps and visiting local places</p> <p>Begin to recognise simple symbols on maps and why we have them</p> <p>Talk about maps (e.g. of a local place of interest)</p> <p>Draw simple maps of the school and local area with own symbols</p>	<p><b>History</b></p> <p>I know about figures from the past – <b>David Attenborough</b></p> <p><b>Science – (and Geography)</b></p> <p><b>Environments</b> – Talk about the features of their immediate environment and how environments may vary from one another</p> <p>With support, ask questions about their immediate environment</p> <p>Use a range of sources such as simple maps, photographs and videos.</p> <p>Cold and Hot</p> <p><b>Geography</b></p> <p>Understand that there are contrasting localities and environments across the UK and the Wider World</p> <p><b>Seasons</b></p> <p>Make observations about the weather and seasonal changes Go on a seasonal walk around the school.</p>	<p><b>Science – Plants</b> –</p> <p>Make observations of plants and explain why some things occur. Talk about changes</p> <p><b>healthy eating (Link to DT)</b></p> <p>Make observations about changes and growing e.g. life cycles and body parts (PSHE e.g. growing)</p> <p>Show awareness of good practices with regard to exercise, sleeping, hygiene and how they contribute to good health</p>	<p><b>History</b></p> <p>I know about figures from the past - Moon landing <b>Neil Armstrong</b></p> <p>I know about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Science – (and Geography)</b></p> <p><b>Seasons</b></p> <p>Make observations about the weather and seasonal changes Go on a seasonal walk around the school.</p> <p><b>Geography</b></p> <p>Use positional language to describe where things are in the local area</p>

<b>Expressive art and design</b>	<b>ART</b> <b>Drawing</b> Produce a self-portrait informed by an artist or movement of art  Explore a variety of tools, techniques and materials (collage)  Drawing a person  <b>DT</b> Joining in different ways Using glue to secure Using tape to secure <b>Mechanisms</b> Make simple split-pin mechanisms.  Split pin mechanism  <b>Music Sing Up</b> Talk about how music makes them feel. Create their own sound patterns using voices and instruments.	<b>ART</b> <b>Moulding and shaping</b> clay/playdough Using different media  Salt Dough Christmas decorations  <b>DT</b> Children learn how to join fabrics using gluing. Chn learn how to decorate using a range of items (buttons, sequins, beads, ribbons etc). (Make a scarf for the jolly postman or shoes for the elves)  <b>Music Nursery Rhymes and Christmas Songs</b> Perform songs confidently with others. Explore and engage in music making and dance, performing in groups.	<b>ART</b> <b>Painting and printing</b> with plasticine to explore different outcomes  Natural Art –  <b>DT</b> <b>Mechanisms</b> With support begin to incorporate moving parts into models. Use scissors to cut straight and curved edges. Use hole punches to punch holes. Use paper fasteners and masking tape to join paper and card  <b>Music Sing Up</b> Keep a steady beat using body percussion, movement or instruments. Respond to tempo, dynamics and character in music through movement.	<b>ART</b> <b>Collage and Different Media</b> <b>Artist: piet mondrian</b> Mixing watercolour paints Explore what happens when colours are mixed  Choose colour for a purpose (Primary colours)  Learn about an art movement and/or artist and produce a piece of art using the key style (not mimicking art pieces)  <b>Music Sing Up</b> Keep a steady beat using body percussion, movement or instruments. Create their own sound patterns using voices and instruments.	<b>ART</b> <b>Artist: Pointillism</b> Sunflower – dotty painting using cotton buds  <b>DT</b> EYFS begin to develop a food vocabulary using taste, smell, texture and feel. They start to think about the need for a variety of foods in a diet. (Links to science and theme)  <b>Music Sing Up</b> Create their own sound patterns using voices and instruments. Respond to tempo, dynamics and character in music through movement. Sing simple songs with expression, matching pitch and rhythm.	<b>ART</b> <b>Artist – eric carle</b> Making collages using different materials and shapes.  <b>DT</b> 3D Structure – Box Modelling (Making a rocket)  <b>Music Songs for Assembly</b> Perform songs confidently with others.  Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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RE	<u>We're Special – Caring, Belonging and Baptism</u> <ol style="list-style-type: none"> <li>How are we special?</li> <li>How do I belong? Who is in my family?</li> <li>Who cares for me and how do we care for each other?</li> <li>What do people do when a new baby arrives?</li> <li>How do Christians welcome a new baby?</li> <li>How do Muslims</li> </ol>	<u>Celebrations</u> <ol style="list-style-type: none"> <li>How do Hindus celebrate Diwali?</li> <li>Why do Hindus celebrate Diwali?</li> <li>How do Christians prepare for Christmas and what are advent calendars for?</li> <li>What do Muslims do at the festival of Eid?</li> <li>Whose special birthday does Christmas celebrate?</li> <li>How do people</li> </ol>	<u>Special stories from the Bible</u> <ol style="list-style-type: none"> <li>What is the Bible?</li> <li>Who and how do Christians believe the world was created?</li> <li>What happened to Noah in the Bible story?</li> <li>Who were Adam and Eve?</li> <li>What happened to Joseph?</li> </ol>	<u>Jesus' miracles – a special person</u> <ol style="list-style-type: none"> <li>What is a miracle?</li> <li>What kind of miracles did Jesus perform?</li> <li>Why do Christians celebrate Easter?</li> <li>What happened to Jesus on Good Friday and Easter?</li> <li>What is the story about Jesus at Easter?</li> <li>How do Christians</li> </ol>	<u>A special place: church</u> <ol style="list-style-type: none"> <li>Where is a special place for you?</li> <li>What special places are in our local area?</li> <li>Who do Christians worship and why?</li> <li>How do Christians worship at church?</li> <li>What is inside a church?</li> <li>What special events happen in a church</li> </ol>	<u>Jesus' stories: The Parables</u> <ol style="list-style-type: none"> <li>What happened in the story of the Sower?</li> <li>What happened in the story of the lost sheep?</li> <li>What happened in the story of the prodigal son?</li> <li>What happens in the story of the wise man and the foolish man?</li> <li>What happens in the story of the good Samaritan?</li> </ol>

	welcome a new baby	celebrate Christmas? In what ways do Christians and other people give at Christmas?		celebrate Easter?		6. How can people live more like Jesus?
Computing	Use digital devices in role play e.g. mobile phones, laptops,  Show sensitivity towards others and their feelings  Talk about how they feel and how others feel  Understand what personal information is and talk about it  Online Safety and Screen Time	Follow simple instructions given to them  Recognises different purposes for using technology in school and at home e.g. tills, microwaves	Move things on an Interactive Whiteboard	Understand that 'unacceptable behaviour' has a consequence and can impact on others	Know the difference between text, image and sound when using ICT  To know how to turn a laptop, tablet or other digital devices on  Recognises that the Internet can be used to play and learn	Know the importance of keeping safe  Understand that electrical equipment should be looked after and is easily broken  Understand basic electrical safety (water around electrical items, fingers in sockets etc.)
Key Events/Experiences		Diwali Remembrance Day Christmas Performance	Superhero Day Fire and Police service comes to school	Visit to White Post Farm		Seaside Day
Parental Involvement	Welcome Meeting Home/school agreement Phonics workshop  Star of the Week/Integrity	Parents evening Book and Biscuit Events  Star of the Week/Integrity	Reading workshop Book and Biscuits Event  Star of the Week/Integrity	Parents Evening  Star of the Week/Integrity	Book and Biscuits Event  Star of the Week/Integrity	End of Year Reports Assembly  Star of the Week/Integrity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (3yr olds)	<u>No Place Like Home</u>	<u>Let's Celebrate – (Winter Wonderland)</u>	<u>Into the Woods</u>	<u>Natural Wonders</u>	<u>Out of this World</u>	<u>Adventures at Sea</u>
Core Texts	<b>In every house on every street</b> – Jess Hitchman <b>I want that pet</b> – Lauren Childs <b>Monkey Puzzle</b> – Julia	<b>One Snowy Day</b> By Nick Butterworth <b>The Polar Bear and the Snow Cloud</b> - Jane Cabrera <b>One Winter's Day</b> -	<b>Whatever Next</b> – Jill Murphy <b>Zog</b> – Julia Donaldson <b>Aliens love underpants</b> – Claire Freedman <b>Professor Astro Cat's</b>	<b>Mad about Minibeasts</b> - Giles Andreae <b>Oliver's Vegetables</b> – Alison Bartlett <b>Shark in the Park</b> – Nick Sharratt	<b>Wow said the Owl</b> – Tim Hopgood <b>Stanley's Stick</b> – John Hegley  <b>Owl Babies</b> – Martin	<b>Rainbow Fish</b> – Marcus Pfister <b>Barry the Fish with Fingers</b> – Sue Hendra <b>Commotion in the Ocean</b> – Giles Andreae

	Donaldson  <i>The Worry Monster</i> – Caroline Uff <i>On the Way home</i> - Jill Murphy <i>Hair Love</i> – Matthew Cherry <i>In a People House</i> - Dr Seuss <i>Welcome Home, Bear</i> by Li SungNa	Christina Butler  <i>Here comes Jack Frost</i> - Kazuno Kohara  <i>Selection of Christmas Stories for Advent</i>	<b>Solar System</b> Dominic Walliman & Ben Newman  <i>Laura's Star</i> – Klaus Baumgart	  <i>Peace at Last</i> – Jill Murphy <i>Poo in the Zoo</i> – Steve Smallman <i>Bug Homes</i> – Usbourne	  <b>Waddell</b> <i>The Gruffalo</i> – Julia Donaldson <i>Goldilocks and the 3 Bears</i>	  <b>Octopants</b> – Suzy Senior
<b>Learning Focus</b>	C&L PSED PD	C&L UTW EAD	C&L PSED PD EAD	C&L UTW PD	C&L PD PSED EAD	C&L UTW PSED EAD
<b>I Wonder....? Questions</b>	...can all animals be pets?  ...what I can do in the different rooms of my home?  ...do all families look the same?	...how do we celebrate Christmas?  ...how can we be good friends to animals during winter?  ...what will help us keep warm at winter?	...how could we go to the moon?  ...where do Aliens live?  ...which planet we would like to live on?	...how do vegetables grow?  ...what it is like to have more than 2 legs?  ...what can we see from our Nursery?	...can we be like an owl?  ...what things my stick could be?	.....if can live in the ocean?  ...what can you do with your fingers?  ...what can we do to be kind?
<b>Key Events/Experiences</b>	<b>Come and share café</b> <b>Animals experience (pets)</b>	<b>Diwali</b> <b>Nativity</b>	<b>Space Day</b>	<b>Allotment Visit</b>	<b>Campout Experience</b>	<b>Beach Day</b>
<b>Parental Involvement</b>	Welcome Meeting Star of the Week/Integrity Dojo-Friday Message ready for the week ahead	Parents evening Christmas Nativity Christmas Café Star of the Week/Integrity Dojo	Come to the moon, time to share Dojo Star of the week/Integrity	Tea and toast with Grandparents/Carers? Dojo Star of the week/Integrity	Dojo Story telling work shop Star of the week/Integrity	End of Year Reports Dojo Star of the Week/Integrity Farewell party with parents
<b>Nursery (2yr olds)</b>	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>Into the Woods</b>	<b>Natural Wonders</b>	<b>Out of this World</b>	<b>Beside the Seaside</b>
<b>Core Texts</b>	<b>We are all Different</b> - Olga Ritchie <b>Goat goes to Playgroup</b>	<b>Spots Birthday Party</b> – Eric Hill <b>Room on the Broom</b> –	<b>The dinosaur that pooped a planet</b> – Tom Fletcher	<b>How to grow a Dinosaur</b> – Caryl Hart <b>Harry and his Bucketful</b>	<b>We are going on a Bear Hunt</b> – Michael Rosen <b>Stick Man</b> – Julia	<b>10 Little Pirates</b> – Michael Brownlow <b>What the Ladybird</b>

	<ul style="list-style-type: none"> <li>– Julia Donaldson <b>Who Knows that Nose?</b></li> <li>– Ladybird books</li> <li><b>Goat goes to Playgroup</b></li> <li>– Julia Donaldson <b>What love looks like?</b> – Nikki Rogers</li> </ul> <p><b>Guess how much I love you</b> – Sam McBratney</p>	<p>Julia Donaldson <b>Dear Santa</b> – Rod Campbell</p> <p><b>The Naughty List</b> – Holly Lansley</p> <p><i>Selection of Christmas Texts as advent</i></p>	<p><b>Welcome to Alien School</b> – Caryl Hart</p> <p><b>There is a dragon in my Book</b> – Tom Fletcher</p> <p><b>There's no such thing as a dragon</b> – Jack Kent</p> <p><b>How to catch a dragon</b> – Carly Hart</p>	<p><b>of Dinosaurs</b> – Ian Whybrow and Amelia Reynolds</p> <p><b>Dino Baby</b> – Mark Sperring</p>	<p>Donaldson <b>The Very Hungry Caterpillar</b> – Eric Carle</p>	<p><b>heard at the seaside</b> –</p> <p>Julia Donaldson <b>Beach Day</b> – Karen Roosa</p> <p><b>Plunge into the Pirate Pool</b> – Carly Hart Harry</p> <p><b>Saves the Ocean</b> – N.G.K &amp; Sylvia Fae</p>
<b>Learning Focus</b>	C&L PSED PD	C&L UTW EAD	C&L PD PSED EAD	C&L UTW PD	C&L PSED PD EAD	C&L UTW PSED EAD
<b>I Wonder....? Questions</b>	<p>...who do I live with?</p> <p>...what is my favourite_____?</p>	<p>...what do we do at a birthday party?</p> <p>...what happens at Christmas in my house?</p>	<p>...what can we see in the sky at night?</p> <p>...how do people get to the moon?</p>	<p>...what did the dinosaurs look like?</p> <p>...what does a dinosaur like to eat?</p>	<p>...what can I find in a garden?</p>	<p>...what can we find at the beach?</p>
<b>Key Events/Experiences</b>	Class Dojo Stay and Play Home calls	Diwali/Christmas Nativity/Celebration	Chinese New Year Alien Day	Dinosaur safari Easter celebrations	Teddy Bears picnic	Beach Day Sports day Farewell Party
<b>Parental Involvement</b>	Home calls Stay and Play sessions Star of the week/ Integrity	Star of the week/ Integrity	Star of the week/ Integrity	Star of the week/ Integrity	Star of the week/ Integrity	Star of the week/ Integrity
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

**PLAY:** At Netherfield Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through Play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

EYFS Team

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***