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| **EYFS Curriculum – Foundation Stage** |
| **Broad Themes** |
| **Autumn** T1 & T2 | **Winter**T3 | **Spring** T4 | **Summer**T5 & T6 |
| **Texts**  |
| **Goldilocks and the Three Bears**T1 | **The Gingerbread Man**T2 | **The 3 Little Pigs**T3 | **Little Red Riding Hood**T4 | **Billy Goats Gruff**T5 | **Jack and the Beanstalk** T6  |
| **Possible Learning Provocations** |
| **Autumn** **3 Bears Cottage****(Home Corner)****Autumn Corner****Porridge on the snack table****Lunch for parents**T1 & T2 | **Autumn** **Christmas****Bonfire Night****Cooking Gingerbread Men****Christmas Fair****Stay and Play** **Nativity**T2 | **Winter** **Mother’s Day****Chinese New Year** **Valentine’s Day**T3 | **Spring** **Easter** **The Big Bad Wolf****Grandma’s Cottage (Home Corner)****Making sandwiches****Stay & Play****Eggs** T4 | **Summer** **Bridge building****Caterpillars****Eid****Pennywell Farm****Stay & Play**T5 | **Summer** **Father’s Day****Grow beanstalks****Summer Fair****Transition** **Sports Day**T6 |
| **RWI** |
| **Teach RWI Set 1 sounds - reading**T1 | **Teach RWI Set 1 sounds - writing**T1 & T2 | **Consolidate Set 1 sounds****and/or****Teach Set 2 sounds & introduce red ditties**T3 & T4 | **Consolidate Set 1 sounds & read red ditties****and/or****Teach Set 2 sounds & introduce Green Books**T5 | **Consolidate Set 1 & continue with red ditties****and/or****Teach Set 2 sounds and continue with Green Books**T6 |
| **Literacy**  |
| **Name writing, pencil grip, love of books****Teach vocabulary linked to the text**T1 | **Learn to write name using correct pencil grip****Support children’s self-chosen writing activities reinforcing Set 1 sounds****Foster a love of books and reading** **Teach vocabulary linked to the text**T1 & T2 | **Introduce writing books and plan small group guided writing activities using Set 1 sounds****Continue to support children’s writing activities****Foster a love of books and reading** **Teach vocabulary linked to the text**T3 | **Continue with guided writing activities using Set 1 & Set 2 sounds****Continue to support children’s writing** **Activities****Teach vocabulary linked to the text****Foster a love of books and reading** T4 | **Continue with guided writing activities using Set 1 & Set 2 sounds****Continue to support children’s writing activities****Begin to develop independence****Teach vocabulary linked to the text****Foster a love of books and reading** T5 | **Continue with guided writing activities using Set 1 & Set 2 sounds****Continue to support children’s writing activities****Continue to develop independence****Teach vocabulary linked to the text****Foster a love of books and reading** T6 |
| **Mathematics** |
| **Baseline****Introduce self-registration - counting****‘Number Time’ 0-10****Sorting into groups; comparing groups of identical/non-identical objects; one more; one less; my day**T1 & T2 | **Number bonds to 10; comparing groups up to 10; comparing 2 groups to find a whole; number bonds to 10 – ten frame; number bonds to 10 – part whole model; spatial awareness; 3D and 2D shapes**T3 & T4 | **Making simple patterns; exploring more complex patterns; adding by counting on, taking away by counting back; counting to 20; doubling; halving and sharing; odds and evens; length, height and distance, weight; capacity** T5 & T6 |