

Seahorse Class Curriculum Overview: EYFS Sept 2017 - July 2018			
Topic YR R	Fab Phonics: What is a letter? Explore and Ask Me, My Friends and My Family Arctic, North Pole Humans Paint Exploration Food Programmable Toys	High in the Sky: What is a Cloud? Share, Create and Think Flight Windy Day Play Investigate/ Fair Testing of Paper Aeroplanes; Cloud in a Bottle Media and Materials Control and programming	To Infinity and Beyond: What is Space? Solve Problems and Persevere Neil Armstrong (Whatever Next) School Environment Senses Exploration at the Space Party Light and Dark (Owl Babies) 3D Construction/Sculpture iPads

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Fab Phonics What is a letter?		High in the Sky What is a cloud?		To Infinity and Beyond What is Space?	
		Explore and Ask		Share, Create and Think		Solve Problems and Persevere	
Communication and Language	Listening	Listening and attention games		Active listening behaviours		Active listening behaviours	
	Understanding	Asking for help Following simple instructions		Asking for help Following 2 part and longer instructions Who, what and where questions		Asking for help Following 2 part and longer instructions Why and how questions	
	Speaking	Speaking in full sentences		Speaking in full sentences with Confident voice		Confident speaking in full sentences and adding details	
Physical Development	Moving and Handling	Fine Motor Skills- Pencil control, scissors and 1 handed tools Storycise PE: FMS					
	Health and Self-care	Personal Hygiene /Developing Independence Understanding being safe Understanding being healthy		Being independent Practise appropriate safety measures		Making healthy choices	
Personal, Social, and Emotional Development	Self-confidence Self-Awareness	Weekly circle time activities, games and conversations focused on Jigsaw Themes: Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me					
	Managing Feelings and Behaviour						
	Making Relationships						
Literacy	Reading	P2 Phonics Sight Words Home Reading: Sound Scrap Book T Reading: Shared	P3 Phonics Sight Words Home Reading: Sound Scrap Book T Reading: Shared	P3 Phonics Sight Words Home Reading: Levelled  T Reading: Guided	P4 Phonics Sight Words Home Reading: Levelled  T Reading: Guided	Revisit Phonics in Literacy Lessons Sight Words Home Reading: Levelled T Reading: Independent	Revisit Phonics in Literacy Lessons Sight Words Home Reading: Levelled T Reading: Independent
	Writing	Phonics: Magnetic Letters		Phonics: Whiteboards		Phonics: Books	
		Pencil: Writing name independently	Writing name independently: Sparkle	Writing sentence	Writing sentence	Writing genres	Writing genres
		Talk 4 Writing (Guided reading, Guided and shared writing, Independent writing)		Talk 4 Writing (Guided reading, Independent reading, Guided and shared writing, Independent writing)			

		Text: <b>Little Red Hen</b>	Text: <b>The Gruffalo</b>	Text: <b>Cloudland</b>	Text: <b>Bear Flies High</b>	Text: <b>Beegu</b>	Text: <b>Q Pootle 5</b>
		Guided: Monthly News Independent: Weekly Table Time		Guided: Fortnightly News Independent: Weekly Table Time		Guided: Weekly News Independent: Weekly Table Time	

<b>Mathematics</b>	<b>Number</b>	Same and Different Numbers 0- 10	Numbers 10-20 Addition and Subtraction	Grouping and Sharing; Doubling and Halving Addition and Subtraction
	<b>Space &amp; Shape</b>	Pattern and Shape Measures	Position and Time Shape and Pattern	Measures Money

<b>Understanding the World</b>	<b>People and Communities &amp; RE</b>	My family and friends What makes me the same/ different People I know Text A1: A Wet and Windy Harvest for Puddles Text A2: Puddles and the Christmas Play	People who help us What makes me unique Significant events and special times Text: Puddles and the Happy Easter Day	Being able to discuss past and present events What makes me the same and different? Knowing that people enjoy and celebrate different things
	<b>The World</b>	Noticing features of things and asking questions about my own environment	Looking closely at similarities and differences	Knowing similarities and differences Being able to discuss features of environments Make observations of animals and plant (including noticing growth and decay)
	<b>Technology</b>	Basic skills	Completing simple programs	Selecting and using technology for a particular purpose

<b>Expressive Arts and Design</b>	<b>Exploring and Using Media and Materials</b>	Singing, dancing and musical instruments Exploring colours, marks and textures	Construction Using tools and creating textures Manipulating media and materials to achieve a planned effect	Selecting own materials/ resources; adapting work Using tools and resources confidently and competently to create a planned effect Changing songs, music and dances
	<b>Being Imaginative</b>	Singing songs, make up rhythms and creating movement in response to music	Making props to support role play Building stories into play Playing cooperatively and choosing ways to do things	Being original Representing our own ideas

<b>Explore Independent Learning Skills</b>	<b>Plan</b>	Know names of areas Make a decision Listen to others Accept disappointment Say where going and remember choice	Listen to topic related input on activities Say what they are going to do in chosen area Have a second choice ready	Answer how and why questions about chosen activity Take a plan further: Develop ideas from own or someone else's previous work
	<b>Do</b>	Go to chosen area Stay on chosen task for at least half the time Demonstrate some independence in getting equipment out and tidying Activities undertaken are experimental and based on interests	Stay at chosen activity Carry out activity shared in planning Relate to work/ topic earlier in the day Co-operate and share with minimal support Demonstrate independence in getting out/ tidying up Try new activities	Return to same area to continue or try something different Work with others on a task Persevere when things get difficult Respond to teachers expectations Challenge themselves
	<b>Review</b>	Say what they chose in simple vocabulary Respond to simple questions from adult Reflect on progress made	Say what they used Comment on likes and dislikes, giving a reason Say who they worked with Ask others simple questions about activities	Share how they learnt to do something Discuss ideas of improvement Answer 'what if' questions from adult Sequence events of activity and present outcome