

Rabbits Class Curriculum Overview: EYFS Sept 2020 - July 2021			
Topic YR R	Fab Phonics: What is a letter? Explore and Ask Me, My Friends and My Family Arctic, North Pole Humans Paint Exploration Media and materials Programmable Toys	Winter, Snow and Dark Nights: What is dark? Share, create, think Dragons and Chinese New Year School Environment-Pick Up a Stick Floating and Sinking Food Personal safe online Control and programming	Superheroes: What makes a superhero? Solve problems People Who Help Us Growing Plants Investigate/fair testing 3D construction/sculpture iPads

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Fab Phonics What is a letter?		Winter, Snow and Dark Nights What is dark?		Superheroes What makes a superhero?	
		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 Confident voice		Speaking in full sentences and adding details Confident voice	
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 and 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 ICPS (I Can Problem Solve) Talk Times R Time Discussions					
	Managing Feelings and Behaviour						
	Making Relationships						
Literacy	Reading	P2 Phonics	P3 Phonics	P3 Phonics	P4 Phonics	Revisit Phonics in Literacy Lessons	Revisit Phonics in Literacy Lessons
		Sight Words	Sight Words	Sight Words	Sight Words	Sight Words	Sight Words
		Home Reading: Sound Scrap Book	Home Reading: Sound Scrap Book	Home Reading: Levelled	Home Reading: Levelled	Home Reading: Levelled	Home Reading: Levelled
		T Reading: Shared	T Reading: Shared	T Reading: Guided	T Reading: Guided	T Reading: Independent	T Reading: Independent
	Writing	Phonics: Magnetic Letters		Phonics: Whiteboards		Phonics: Books	

		Pencil: Writing name independently Talk 4 Writing (Guided reading, Guided and shared writing, Independent writing) Text: Little Red Hen	Writing name independently: Sparkle Talk 4 Writing (Guided reading, Guided and shared writing, Independent writing) Text: The Gruffalo	Writing sentence Talk 4 Writing (Guided reading, Independent reading, Guided and shared writing, Independent writing) Text: Very Hungry Caterpillar	Writing sentence Talk 4 Writing (Guided reading, Independent reading, Guided and shared writing, Independent writing) Text: Gingerbread Man	Writing genres Talk 4 Writing (Guided reading, Independent reading, Guided and shared writing, Independent writing) Text: Supertato	Writing genres Talk 4 Writing (Guided reading, Independent reading, Guided and shared writing, Independent writing) Text: Jack and the Beanstalk
		Guided: Monthly News Independent: Weekly Table Time		Guided: Fortnightly News		Guided: Weekly News Independent: Weekly Table Time	

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

Understanding the World	People and Communities & RE	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	What makes me unique Significant events and special times Festival: Chinese New Year Text S2: Puddles and the Happy Easter Day	People who help us Being able to discuss past and present events What makes me the same and different? Knowing that people enjoy and celebrate different things
	The World	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)
	Technology	Basic skills	Completing simple programs	Selecting and using technology for a particular purpose

Expressive Arts and Design	Exploring and Using Media and Materials	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
	Being Imaginative	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

Explore Independent Learning Skills	Plan	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
	Do	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
	Review	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

