



# Thurgoland Church of England School EYFS Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	All about me and traditional tales	Toys, Celebrations	Cold lands and Winter	Growing and Spring	All creatures great and small	Journeys and holidays
Theme led by	PSHE Expressive art Diversity British value-rule of law; mutual respect	CLL KUW-history PSHE British value-different faiths and beliefs	KUW-Geography; science British value-community link to Luncheon Club	KUW-Science British value- mutual respect: family members/speakers to setting	KUW-science	KUW-Geography British value-mutual respect and tolerance of different faiths and beliefs
Provocation "Sparkling starters"	Collect sticks of all shapes and sizes.  Set up part of the classroom like the 3 bears cottage.  Leave a pile of straw, sticks and bricks outside and receive a letter from 3 pigs asking for help.	Bring in their favourite toy.	Pretend snow/frost left outside-who has visited? What can it mean?	"We're going on an egg hunt" Egg-what is in it? Who can it belong to?	Letter from the zoo keeper. Class reply by writing a letter to The Zookeeper to say We would like a pet in our class. Every other day a box arrives with a pet.  Large paw prints across the classroom...  What makes a good pet?	A letter and visit from school crossing patrol person asking for their help conduct a traffic survey.
Literacy inc. book focus <b>CORE BOOKS, POEMS, SONGS AND RHYMES ARE IN BOLD</b>	<b>Not a stick</b> Stick man Stanley's stick Goldilocks and 3 bears <b>3 little pigs</b>	Bonfire night Diwali Old Bear <b>Dogger</b> Threadbear Hanukah's bear	<b>The runaway wok</b> <b>Chinese new year story</b> Penguin Small Kipper's snowy day One snowy night	<b>Dear Zoo</b> <b>Giraffes can't dance</b> Jack and the bean stalk Jasper's beanstalk Oliver's vegetables	Rumble in the jungle <b>The tiger who came to tea</b> Commotion in the ocean	<b>The journey</b> <b>The train ride</b> Mr Gumpy's outing Mr Gumpy's motor car Chapatti moon <b>The runaway Chapati</b>

Being a book lover and reader	3 billy goats gruff Little red hen Rosie's walk <b>Gingerbread man</b> Stanley's Stick  <b>Head, shoulders, knees and toes song</b> <b>If you're happy and you know it song</b>  <b>Poem for Harvest festival "I'm a little bean"</b>	How to make toys from the past  How toys are made  <b>Nativity story</b>	Albert le blanc	Oliver's fruit salad <b>Titch</b> <b>The seed</b>	Mad about minibeasts <b>The very hungry caterpillar</b> Bad tempered ladybird Lazy ladybird Teeny weeny tadpole	
Phonics	Statutory Baseline assessment Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc
Being a writer	<u>Narrative –story telling</u> Gingerbread man	<u>Non-fiction writing</u> about Diwali/bonfire night/light  A letter to Father Christmas	<u>Narrative writing</u> The runaway wok	<u>Non fiction writing</u> Personal timeline A letter to the zoo keeper A recount of our visit to the farm	<u>Narrative writing</u> To plan and draw a story  <u>Non-fiction writing</u> Life cycle of a butterfly or frog Lists	<u>Non-fiction writing</u> Non chronological reports about transport Write a class book about transport  <u>Narrative writing-an imaginative short story</u>
Mathematics  Being a mathematician	Representing numbers 1,2,3 Comparing numbers 1,2,3 Composition of numbers 1,2,3 Subitising to 3 Circles and triangles	Numbers 4 and 5- representing, composition of and comparing One more than One less than Shapes with 4 sides Night and day; time	Zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity Subitising up to 5	Numbers 6,7 and 8 Making pairs Combining two groups Counting forwards Counting on Length Height	Numbers 9 and 10 Comparing numbers to 10 Bonds to 10-using a 10 frame and part whole model 3D shape Pattern	Building numbers beyond 10 Doubling Halving Sharing Odd and even numbers Spatial reasoning

	<p>Spatial awareness Sorting numbers into 2 groups Comparing quantities of identical objects Solve real world mathematical problems Compare sizes</p>	<p>Consolidation of numbers 1-5 Comparing quantities of non-identical objects Number bonds to 5 Subitising up to 5</p>		<p>Time</p>	<p>Consolidation of numbers 1 to 10 Describe familiar routes using positional language</p>	<p>Adding more Taking away Consolidation of numbers beyond 10</p>
<p>Understanding the World-SCIENCE Being a scientist</p>	<p>Sticks- Materials for a purpose <b>To name everyday materials.</b> <b>To name the 5 senses.</b></p>	<p>Light-where does it come from in the day? At night? Torches-link with Hanukah <b>To name light sources.</b> <b>To know how to create a shadow.</b> <b>To find out which materials light can shine through.</b></p>	<p>Freezing experiments. <b>To know changes in state happen and talk about them. (Melting)</b> Similarities and differences between animals, environments and habitats <b>To name some plants and trees in the school grounds.</b> <b>To learn names of polar animals.</b> Senses Winter walk Simple circuits</p>	<p>Planting and caring for seeds. <b>To know what plants need to grow.</b> <b>To know how to look after plants.</b> Life cycle of a frog <b>To be able to describe the lifecycle of a frog using scientific vocabulary.</b></p>	<p>What living things need to grow <b>To know what a healthy meal for a child is.</b>  Life cycle of a butterfly <b>To be able to describe the lifecycle of a butterfly using scientific vocabulary.</b> <b>To draw and label the lifecycle of a butterfly.</b></p>	<p>Floating and sinking <b>To investigate the best material to make a boat.</b></p>
<p>Understanding the World- Geography (Natural world; cultural education) Being a geographer</p>	<p>Sticks used in other cultures-for eating, painting and making music. <b>To know about</b></p>	<p>Our school is in Thurgoland in England <b>To know what a map is.</b></p>	<p>Countries animals originate from-hot and cold countries. <b>To recognise a world map.</b></p>	<p>Daily calendar. <b>To describe the weather patterns.</b>  Wonderful</p>	<p>Looking after the environment-pollution, litter, recycling <b>To know ways to</b></p>	<p>Local area walk. <b>To know that Thurgoland has different types of homes.</b></p>

	<p>people and cultures. Harvest-local area, farms To know that Thurgoland is a village with farming. Daily calendar. To describe the weather patterns.</p> <p>Wonderful Wednesday activities To observe seasons changes in the school garden and the weather.</p>	<p>To know what a globe is. Daily calendar. To describe the weather patterns.</p> <p>Wonderful Wednesday activities To observe seasons changes in the school garden and the weather.</p>	<p>To say what is different about the polar regions to where we live. Daily calendar. To describe the weather patterns.</p> <p>Wonderful Wednesday activities To observe seasons changes in the school garden and the weather.</p>	<p>Wednesday activities To observe seasons changes in the school garden and the weather.</p>	<p>help look after our environment. Daily calendar. To describe the weather patterns. Wonderful Wednesday activities To observe seasons changes in the school garden and the weather.</p>	<p>To know Thurgoland has old and new buildings. Creating maps; following maps; basic orienteering skills To use a map of the school and grounds. Daily calendar. To describe the weather patterns. Wonderful Wednesday activities To observe seasons changes in the school garden and the weather.</p>
<p>Understanding the World- History (past and present, people, culture and communities, cultural education) Being a historian</p>	<p>Families-how are they the same/different? Celebrating birthdays</p>	<p>Old and new toys. To identify and talk about similarities and differences between toys now and toys in the past.</p>		<p>How we change over time (link to story Once there were giants) To describe what a time line is. To talk about personal changes from a baby until present day. Royal family To know who the Queen is and her immediate family members.</p>		<p>Transport then and now (e.g., steam trains and electric)  Class museum of things that go-old and new To identify and talk about similarities and differences between vehicles now and vehicles in the past.</p>

Online safety				Games we should play; games that are not for us-age limits I know I have to ask permission to use games on a device.	Who should we talk to if unsure about something on iPad or a computer? I know to talk to a trusted adult.	Do not share a password To know that my password is like my toothbrush and I do not let anyone use it.
Expressive Arts and Design- Exploring materials. Imagination and expression  DESIGN TECHNOLOGY Being an artist Being a designer	Using sticks to create pictures and models Houses for 3 pigs I can build a model using Duplo or similar construction toys. I know how to join two materials together using glue or tape. Making porridge Card/paper Gingerbread men I know how to use a split pin safely. Gingerbread men biscuits I know how to mix ingredients. I can follow a recipe with adult support.	Making sandwiches I know how to spread suing a knife. Making gifts and cards I can talk about my ideas with a friend or an adult.	Clay snowmen I can draw my ideas. I can talk about my ideas with a friend or an adult. Vegetable soup I know how to use a knife safely. Chinese lantern with a simple circuit I know a circuit needs to be whole to work. Sewing a bookmark I can talk about my ideas with a friend or an adult. I can use a needle safely.	Sock puppets I can draw my ideas. I can add features to a sock. I can say what I like/dislike about my puppet. I can say how to improve my puppet. Coleslaw Fruit kebabs To know how to chop safely.	Baking – ladybird doubles biscuits, butterfly buns To weigh ingredients. Split pin animals To use split pins independently.	Boats Paper aeroplanes A moving vehicle To join materials together using different methods/fasteners. Fruit boats To use a knife safely and independently. Sew a Muslim prayer mat To know how to sew a simple running stitch
Expressive Arts and Design- Exploring materials. Imagination and expression	Stick men To use natural materials safely. Still life drawing of fruit or harvest	Diwali lamps To know how to mould clay and create a thumb hole.	Hot and cold colours To know how to mix colours. Water colour	Still life drawing To draw with more detail. Mothers' day card and gift that involves	Sculpture using natural and loose parts To create a piece of natural artwork.	Under the sea collage To mix media on one piece of artwork. To work collaboratively.

<p>ART Being an artist Being a designer</p>	<p>food To hold a pencil using a tripod grip. To draw circles, lines and simple shapes. Building dens with large sticks To work collaboratively.</p>	<p>Cards and gifts relating to celebrating Christmas To name the primary colours. To hold a paintbrush with a firm grip. Jackson Pollock- large scale collaborative art piece To work collaboratively.</p>	<p>wash/wax resist To learn a painting technique Kandinsky To learn to paint and print in the style of Kandinsky.</p>	<p>simple sewing To learn running stitch.</p>	<p>Work of Andy Goldsworthy To learn about a sculptor.</p>	
<p>Expressive Arts and Design- Exploring materials. Imagination and expression  MUSIC Being a musician</p>	<p>Lyrics to songs To share and perform nursery rhymes and action songs. To begin using body percussion to find the pulse.</p>	<p>Music with sticks To talk about music. Nursery rhymes, action songs.</p>	<p>Keeping a pulse To use body percussion to find the pulse. Nursery rhymes, action songs.</p>	<p>Nursery rhymes, action songs. Call/reply 3 note songs</p>	<p>Steady beat as tempo changes To talk about pulse, rhythm, pitch, tempo of music. 5 note songs</p>	<p>Rhythm Different pitch with voice; hand notation- pitch up and down To talk about pulse, rhythm, pitch, tempo of music.</p>
<p>Physical development- Gymnastics Imoves, Real PE Apparatus  Being a sportsperson</p>	<p>Rules for safety. IMOVES: Nursery rhymes To perform copied movements to perform a dance. REAL PE Unit 1- Coordination floor movement patterns, static</p>	<p>REAL PE Unit 2 - Dynamic balance to agility/static balance: seated  To perform a seated balance.  Gymnastics unit 1 To demonstrate a</p>	<p>IMOVES: Animals dance (Farm, wild, arctic) To perform copied movements to perform a dance. To dance with twists, turns, jumps and hops. REAL PE-Unit 3 –</p>	<p>IMOVES: REAL PE -Unit 4- coordination-ball skills/counterbalance in pairs I can stand and roll a ball up and down my legs.</p>	<p>REAL PE- Unit 5- coordination with equipment/agility: reaction/response I can chase a ball rolled by a partner.  ATHLETICS I can run in a straight line.</p>	<p>ATHLETICS including Sports day I can take part in a competition. REAL PE: Unit 6-ball chasing/ static balance floor work I can balance on the floor by reaching round and pointing to</p>

	balance, leg standing To balance on one leg.	tuck and star shapes on the floor and apparatus.	dynamic balance/static balance: small base To balance on a line.			the ceiling.
Active travel	Share wake up, shake up with family	Active travel 10-day challenge  Road safety week  Singing Santa Stroll		Active travel 10-day challenge		Active travel 10-day challenge  Learn to ride a bike- Mrs Armitage on wheels story
Understanding the World/PSED-RE	Getting to know our classroom and friends Creation Harvest  To talk about events in my life and celebrations I take part in.	Diwali Incarnation We are all special Jesus' birthday The Christmas story To talk about events in my life and celebrations I take part in. To talk about how I am different or similar to my friends and their families.	Looking at the beginning of the year  The start of the Christian New Year  Chinese New Year Day-dress in red  Nowruz (Iranian)  Persian New Year  To know about different festivals around the world.	Celebrations and festivals Holi -Hindu festival of colour To know about different festivals around the world.  People who help us- family members; school; doctors, nurses, fire and police services, RNLI  Easter  To name people they come across in the community (e.g. police)	Story time: Noah's Ark Daniel and the lions Jonah and the whale The lost sheep The good Samaritan  To talk about stories from the Bible and their meaning.	Thurgoland Church and special places To know that a church and a mosque are special places of worship.

PSED-self-regulation and well being	Making friends Feelings School values – being your best self Keeping healthy including dental hygiene  To learn the school routine and feel happy, safe and secure in their new class.	Wow moments  Children in Need day	Friendship tree	Healthy eating	Know how to show respect, how to treat others, being a good friend	Reflecting on the year- what enjoyed?  Looking forward to year 1
Metacognition	Trying something new Give it a go	Love to learn	Self-evaluation- thumbs up, down	Peer evaluation- thumbs, words Being respectful	Perseverance	Be willing to try new things
Partnership with parents/families	Reading workshop for parents Name writing	Phonics workshop	Reading workshop for parents	Maths focus	Reading workshop for parents	Problem solving Key word spellings
Partnership with Thurgoland Childcare	Diwali/bonfire night large scale artwork in Jackson Pollock style	Singing Santa stroll in the village				Sports theme-cricket match or Ninja warrior's obstacle course with snacks and drinks
Visits/visitors Enrichment	Thurgoland Church- visit for assemblies and explain it is a place that is special to members of our community.  Dentist/dental hygienist	Road Safety Officer  Grandparent willing to come and speak to the class about their childhood toys  Pantomime  Father Christmas	Visit the Luncheon Club in Thurgoland village hall	Baby, toddler, teenager visitors.  People who help us- family members; school; doctors, nurses, fire and police services, RNLI  Visit Mayfield	Local walks to different creature habitats-fields behind school, park	Road safety -patrol crossing person  Walk around Thurgoland, including visiting the War Memorial and Church  Kirklees Light Railway

				Alpacas Animal Park in Sheffield School pond		
Fabulous finish	Stanley's stick Dressing up day	Christmas nativity production Christmas party	We're going on a Polar bear hunt	Egg rolling "We're going on another egg hunt"	Bug ball	Boat testing/races in local stream Picnic with parents
Contributions to ethos, vision.	Macmillan wear green day	Making gifts for others-Christmas cards to elderly members of our village community. Children in Need fundraising.	Sharing books with elderly members of our village community.	Thinking about our Mums and what they do for us; saying thank you-Mother's Day	Looking after our school grounds and its wildlife. Reduce, re-use, and recycle.	Thinking about our Dads and what they do for us; saying thank you-Father's Day

At Thurgoland Church of England Primary School we deliver our curriculum through themes or a focus on a story as the 'hook' to act as a stimulus for the children's learning for that term.

We plan six themes each year through which the children learn skills from many areas of the curriculum. Delivering the curriculum in this way helps the children to make sense of their learning whilst giving real context to all the elements of the government's core British Values.

We 'launch' each theme to capture the children's imagination, to draw them into the learning. We may have a visitor or something special happen in school. We also plan an event to end the theme, to draw the learning together and give the children something to work for. It gives a purpose to their learning. We may go on a visit or have a celebration.

We also have themed days, such as World book day, Children in Need day, and whole school theme weeks throughout the year, for example Art week that links with Penistone Arts festival.