



EYFS Curriculum Framework

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	What makes you amazing?	What do you celebrate?	What's your favourite animal?	What do you see outside?	What's your favourite story?	What do we do in summer?
Core texts	<ul style="list-style-type: none"> You choose Colour monster 	<ul style="list-style-type: none"> What do you celebrate/ let's celebrate The Nativity 	<ul style="list-style-type: none"> Brown bear, brown bear what do you see? Monkey puzzle. 	<ul style="list-style-type: none"> We're going on a bear hunt. Jasper's beanstalk. 	<ul style="list-style-type: none"> Children to choose their favourite stories as focus books. 	<ul style="list-style-type: none"> Sharing a shell. Commotion in the ocean. Last week- you choose then compare with week 1.
Communication and Language	<ul style="list-style-type: none"> Exploring sounds/ words we can make. Understand some simple words. Repeating new words. Introduce Makaton signs/ symbols to support new language. Develop listening/ engaging skills. Introducing PECS and encouraging children to use independently. 	<ul style="list-style-type: none"> Exploring sounds/ words we can make. Repeating new words. Understand regular simple instructions or phrases. Introduce Makaton signs/ symbols to support new language. Develop listening/ engaging skills. Encouraging children to express their 	<ul style="list-style-type: none"> Developing new vocabulary. Expressing their ideas and feelings through speech, Makaton or PECS. Listen and respond to teachers. Engage in a simple adult led activity with minimal support. Enjoys singing activities. Enjoys stories. 	<ul style="list-style-type: none"> Developing new vocabulary. Use language with another child in play. Express ideas, wants, needs and opinions using preferred communication method. To be able to channel attention singularly and shift to a different task if attention is fully obtained. 	<ul style="list-style-type: none"> Developing new vocabulary. Use simple language purposefully in play (e.g. creating a storyline). Express ideas, wants, needs and opinions. To be able to talk about and sequence a familiar book. Engage in a range of activities and experiences. 	<ul style="list-style-type: none"> Develop new vocabulary. Use language in a variety of social situations. Listen and respond to simple questions related to a familiar book, who, what etc. Identify familiar objects properties for class adults when they are described. Express themselves freely. Engage in a variety of different



	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in an activity of own choice. 	<p>wants and needs through Makaton, PECS or speech.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in an activity of own choice for longer periods of time. Enjoys singing and nursery rhymes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in new activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in a range of activities and lessons. 		<p>opportunities and experiences.</p>
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning school/ class rules and routines. Being aware of other children in the class. <input type="checkbox"/> Being aware of adults in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Following the rules and boundaries. <input type="checkbox"/> Develop relationships with children in the class. <input type="checkbox"/> Know that adults can offer comfort. <input type="checkbox"/> Develop relationships with class adults. <input type="checkbox"/> Aware that they have feelings. <input type="checkbox"/> Expressing preferences and dislikes. <input type="checkbox"/> Developing turn taking skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Express feelings and thoughts. <input type="checkbox"/> Recognising the correct symbol to feeling. <input type="checkbox"/> Being able to choose 1 symbol to show how they are feeling. <input type="checkbox"/> Seeking out children to play with. <input type="checkbox"/> Develop turn taking and sharing skills. <input type="checkbox"/> Seek class adults when they need comfort. <input type="checkbox"/> Begin to go to an adult and as for help through physical 	<ul style="list-style-type: none"> <input type="checkbox"/> Making ideas, needs and wants known. <input type="checkbox"/> Begin playing alongside other children. <input type="checkbox"/> Can identify how they feel with a symbol. <input type="checkbox"/> Develop coping strategies when they are upset. <input type="checkbox"/> Go to an adult and as for help through physical prompting, asking through speech/ symbols etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to express themselves. <input type="checkbox"/> Begin to play with other children. <input type="checkbox"/> Can recognise a range of feelings when looking at pictures. <input type="checkbox"/> Able to use some coping strategies when they become upset. Able to stop themselves from doing actions that is 'not a good choice' / unwanted behaviours. 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to express themselves. Plays with other children. <input type="checkbox"/> Start to recognise their friends feelings. <input type="checkbox"/> Aware that their actions and words can affect others feelings. <input type="checkbox"/> Able to use some coping strategies when they become upset or scared. <input type="checkbox"/> Develop some independence skills to be able to do things for themselves.



			prompting, asking through speech/ symbols etc.			
Physical Development	<p>PE- Multi-skills</p> <ul style="list-style-type: none"> • Develop multi-skills (throwing, catching kicking etc) • Develop gross motor skills. • Develop self-help skills e.g. hand washing. 	<p>PE- Gymnastics</p> <ul style="list-style-type: none"> • To explore new movements. • To create new movements in response to feelings. • Develop gross motor skills. • Develop fine motor strength and specific skills- pencil grip/ making marks. • Develop self-help skills e.g. toileting. 	<p>PE- Dance</p> <ul style="list-style-type: none"> • Explore moving in new ways. • Create dance moves in response to music. • Repeat a simple dance. • Develop fine motor skills e.g. pencil grip, mark making, writing, scissor skills. • Develop self-help skills e.g. using a knife and fork independently. 	<p>PE- Attacking and defending</p> <ul style="list-style-type: none"> • Understand the rules of tag. • Take part in being the attacker and defender. • Develop self-help skills e.g. changing clothes. • Develop gross and fine motor skills. 	<p>PE- Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Explore different ways of moving e.g. under, over in between etc. • Develop hide and seek skills. • Develop gross and fine motor skills. • Develop writing skills e.g. correctly forming letters. • Continue to develop a range of self-help skills. 	<p>PE- Athletics</p> <ul style="list-style-type: none"> • Develop key skills in throwing, catching and hitting. • Experiment with new P.E equipment such as bats and different balls. • Develop fine and gross motor skills. • Correctly form a range of letters. • Develop self-help skills to gain independence skills.
Literacy	<ul style="list-style-type: none"> • Focus on phase 1 phonics. • Practice copying their name. • Sit and listen to a story. 	<p>□ Continuing rhyming and sound discrimination (phase 1).</p>	<ul style="list-style-type: none"> • Learn new phase 2 sounds. • Link letters to sounds. • Write name and some letters. 	<ul style="list-style-type: none"> • Introduce new Phase 2 sounds. • Link letters to sounds. 	<ul style="list-style-type: none"> • Learn Phase 3 sounds. • Link letters to sounds. • Recognise phase 2 tricky words and 	<p>□ Link letters to sounds to apply phase 2 and 3 phonics knowledge to read and write.</p>



	<ul style="list-style-type: none"> Engage in the story. Identify the main character of a story. Join in with songs and Rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo. 	<ul style="list-style-type: none"> Introduce new sound (phase 2). Link letters to sounds. Practice writing their name and copy some sounds. Sit and engage in a story. Sequence a simple story using pictures. To be able to pay attention and responds to the pictures or words in stories and activities about themselves and their family. 	<ul style="list-style-type: none"> Sit and engage in a story. Sequence and retell a story. Write simple words (CVC). Enjoy drawing freely. 	<ul style="list-style-type: none"> Recognise phase 2 tricky words by sight. Write simple words and begin to use phonics skills to write new words. Listen to longer stories. Discuss key events from a story. 	<ul style="list-style-type: none"> some phase 3 tricky words. Read and write name and simple words. Start to write a simple caption or sentence. Listen to a range of traditional and new stories. Discuss the stories key points, e.g. characters, plot and what could happen next. Use stories to influence small world and role-play. 	<ul style="list-style-type: none"> Recognise phase 2 and 3 tricky words. Read and write a simple caption or sentence. Enjoy listening to a range of stories. Discuss the beginning, middle, end, characters and plot to a range of stories. Answer simple questions about a story.
Maths	<p>Colour and pattern</p> <p>□ Counting to 10.</p> <ul style="list-style-type: none"> Recognising numbers to 5. 1:1 counting correspondence. Patterns Identifies the patterns around them. For 	<p>Cardinality and Counting</p> <ul style="list-style-type: none"> Number recognition to 10. Counting forwards and backwards to 10. 	<p>Composition</p> <ul style="list-style-type: none"> Counting to 20. Recognising numbers to 10. 1:1 counting correspondence. Composition numbers up to 10. Subitise some small amounts. 	<p>Comparison</p> <ul style="list-style-type: none"> Counting to 20. Recognising numbers to 10. Begin to make comparisons between quantities (identifying more/less/the same). 	<p>Measures</p> <ul style="list-style-type: none"> Counting to 20. Recognising numbers to 20. Number formation. Begin to experiment with capacity in the sand and water tray. Able to make comparisons between objects 	<p>Shape and space</p> <ul style="list-style-type: none"> Identify and name 2d and 3d shapes. categorise objects according to properties such as colour, shape or size. Select shapes appropriately: flat surfaces for



	<p>example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Build with a range of resources.</p> <ul style="list-style-type: none"> □ Complete inset puzzles. Take part in finger rhymes with numbers. □ 	<ul style="list-style-type: none"> □ Begin to count with one-to-one correspondence. □ Understanding number value shown through a variety of representations. □ Know that the last number counted is the total. ('cardinal principle'). 			<ul style="list-style-type: none"> □ relating to size, length, weight and capacity. compare sizes, weights etc. using gesture and language - bigger/little/smaller', 'high/low', 'tall', 'heavy' 	<ul style="list-style-type: none"> □ building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. □ Counting to 20. Recognising numbers to 20. Number formation.
Understanding of the World	<ul style="list-style-type: none"> □ Celebrations- Halloween. □ Look at weather and seasons changing- 	<ul style="list-style-type: none"> □ Celebrations- Diwali and Christmas. □ Look at what different people celebrate and 	<ul style="list-style-type: none"> □ Celebrations- Chinese new year, pancake day, valentine's day. 	<ul style="list-style-type: none"> □ Celebrations- World book day, Mother's day, Easter. □ Look at weather and seasons. 	<ul style="list-style-type: none"> □ Celebrations- St Georges day, May day. □ Look at weather and seasons. 	<ul style="list-style-type: none"> □ Celebrations- Father's day and sports day □ Looking at different



	<ul style="list-style-type: none"> <input type="checkbox"/> summer to autumn. Exploring natural and <input type="checkbox"/> artificial resources. Engaging in sensory activities to develop understanding of the natural world. Repeat actions that have an effect. (Exploring how things work). 	<p>how different people celebrate- demonstrate through roleplay.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Look at the weather and discuss what we see and how it makes us feel. Explore materials with different properties. <input type="checkbox"/> Explore natural materials, indoors and outside. Join in with art and music activities for different celebrations that occur in Autumn. 	<ul style="list-style-type: none"> <input type="checkbox"/> Look at different animals- mammals, reptiles, birds and fish. <input type="checkbox"/> Look at wild animals, farm animals and pets. <input type="checkbox"/> Use all their senses in handson exploration of natural materials (curious to explore and make own choices) <input type="checkbox"/> Show respect for the natural world 	<ul style="list-style-type: none"> <input type="checkbox"/> Look at and discuss different animals and insects. <input type="checkbox"/> Look at and discuss trees and plants. <input type="checkbox"/> Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore how things work. <input type="checkbox"/> Show interest in different occupations through role play 	<ul style="list-style-type: none"> <input type="checkbox"/> occupations and ways of life. <input type="checkbox"/> Look at and draw a simple map. Explore and respond to different natural phenomena in their setting and on trips.
Expressive Art and Design	<ul style="list-style-type: none"> <input type="checkbox"/> Explore colour. <input type="checkbox"/> Explore making marks using different resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore making purposeful marks using different resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use tools to make marks purposefully. <input type="checkbox"/> Sing a range of songs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of tools and resources to make purposeful marks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of different tools and materials to express thoughts and feelings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of different tools and materials to express thoughts and feelings.



	<ul style="list-style-type: none"> ☐ Construct models using different resources. ☐ Explore new sensory opportunities. ☐ Sing nursery rhymes. Sing class routine songs and school song. 	<ul style="list-style-type: none"> ☐ Construct models using different resources. ☐ Explore new sensory opportunities. ☐ Develop manipulation skills when using playdough. Sing nursery rhymes and learn new songs. Explore musical instruments. ☐ Develop imagination skills through role-play and small world. 	<ul style="list-style-type: none"> ☐ Dance in response to music. ☐ Explore musical instruments to copy a simple beat. ☐ Develop a simple storyline during role-play and/or small world play. (Encouraging animal small world). ☐ Construction materials to build an animal house. 	<ul style="list-style-type: none"> ☐ Describe and give meaning to marks made. ☐ Manipulate malleable materials. Use instruments to express how I am feeling. ☐ Play alongside/ with other children when playing with small world toys or in the role-play area. ☐ Window craft- of favourite things. 	<ul style="list-style-type: none"> ☐ Use instruments to make a simple piece of music. ☐ Sing in a group or on their own and match the pitch and melody. ☐ Develop storylines in imaginative play. 	<ul style="list-style-type: none"> ☐ Use instruments to create their own music. ☐ Listen to music and discuss what they can hear and how it makes them feel. ☐ Develop storylines with their friends in imaginative play.
--	---	---	---	--	--	--