**Pakeman Primary School**

**EYFS Thematic Curriculum**

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| **2 Plus** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Main Theme** | **All About Me** | **Nursery Rhymes** | **Favourite Stories** | **Transport** | **Down at the Farm** | **Under the Sea** |
| **Possible ideas/ mini themes** (These may be changed or adapted depending on cohort and children’s interests.) | Settling-in  Emotions  Family  Facial features  Body parts  Autumn | Learn a range of nursery rhymes  Counting rhymes & props  Instruments | Puppets & toys linked to characters  Colours & colour mixing  Exploring fruit & animals  Hunts & trails | Train track building  Cardboard box rockets  Wheel track paintings  Paper planes & fan play | Animal sounds  Farm small-world  Animal prints and textures | Sealife  Submarines and boats  Floating and sinking |
| **Key texts** | From Head To Toe By Eric Carle 9780140563788 (Paperback)  Image result for mynose your nose | Image result for bbc nursery rhymes books  Image result for bbc nursery rhymes books    Twinkle Twinkle, Little Star: Bedtime Songs and Lullabies  Pat-a-Cake  Ladybird First Favourite Nursery Rhymes  Lift The Flap Nursery Rhymes | Image result for eyfs core book list  Image result for hug jez alborough  Brown Bear, Brown Bear, What Do You See?  Image result for eyfs core book list  Image result for we're going on a bear hunt  Where's Spot? (Spot - Original Lift The Flap) | Choo Choo Clickety-Clack! (Awesome Engines) Zoom, Rocket, Zoom! (Awesome Engines)    That's Not My Plane  Image result for we all go travelling by  Image result for the journey home from grandpa's | Oh Dear!      Old Macdonald had a Farm (Classic Books with Holes Board Book) | Image result for ocean life jill mcdonald  Image result for sharing a shell |
| **Possible ‘Wow’**  **moments and**  **experiences**  (Not an  exhaustive list) | Autumn Walk  Sharing baby/family photos | Transition  Bonfire Night – toasted marshmallows  Winter Walk - ice/snow  Nativity performance | Fruit tasting  Bear hunt sensory trail | Transition  Vehicle to visit school playground – fire engine/taxi?  Easter nest cakes  Easter egg hunt  Eid party | Spring Walk  Farm visit? | Transition  Whole school trip – beach? |
| **Key Events in the Calendar** | Jeans for Genes Day  BHM  Roald Dahl Day  National Poetry Day  Peace week | Remembrance Day  Human Rights Day  International Day  Anti-bullying week | Holocaust Memorial Day  Internet safety day | World book day  World maths day  British science week  Mother’s Day Comic/sports relief | World refugee day | Father’s Day |
| **Festivals** | Diwali  Rosh Hashanah  Harvest festival | Diwali  Hanukah  Christmas  Inter Faith week | Chinese New Year  Shrove Tuesday  Holi | Easter  St David’s day  St Patrick’s day  Ramadan  Eid | St George’s day |  |
| **School Events** | Cinema night | Christmas Fair | International evening | Easter Raffle  Eid Party | Cinema night | Summer Fair |
| **Home project ideas** | All About Me special box – Show & Tell | Learn an entire nursery rhyme | Share favourite bedtime story | Send photos of children on a type of transport to share in school | Make a small world farm with family | Make a boat that can float |
| **Role-Play Area Ideas** | Home-corner  - include multicultural resources | Add nursey rhyme characters and props to home corner | Small-world linked to favourite stories | Create a temporary train/bus using chairs, tickets etc | Create a small barn/farmyard outdoors | Sea life small-world play |
| **Opportunities for parental involvement** | Share information about family, heritage & culture.  Parents to come in to do ‘Show & Tell’ with their child. | Come into class and share favourite rhymes with the children. | Come into class and share a favourite story with the children. | Any parents work in transport?  Photos of family travel on different types of transport. | Farm visit with school. | Beach visit with school. |
| **Key vocabulary** (including but not limited to) | Names for:  Relatives  Body parts  Feelings  Autumn:  - acorn  - conker  - pine cone  - pumpkin | Names for characters in rhymes.  Uncommon words that arise in rhymes, e.g. waterspout, baker, fiddle etc. | Story language – ‘once upon a time, one day…’  Positional language  Colour names  Animal names | Names of transport and vehicles.  Transport sounds.  Parts of transport and vehicles – steering wheel, doors, wheels, sail etc.  Words describing ways to travel – fly, drive, sail etc. | Animal names.  Animal body parts e.g. tail, snout, fur etc.  Animal homes on the farm – barn, pond, pigsty etc. | Sea life names, submarine, boat, float, sink |
| **Communication & Language Weekly Activities/ Continuous Provision** | Rhyme of the week  Show & Tell/News Sharing  Six Stories Shared – new vocab highlighted and revisited – recorded in class book  Box Clever (intervention) | | | | | |
| **PSED Continuous Provision** | School & class rules  Strategies for sharing/turn-taking  Making relationships  Managing feelings - Zones of Regulation | | | | | |
| **Physical Development**  **Continuous Provision** | Range of differentiated scissors available (spring loaded, double holes, left/right-handed)  Indoors: tweezers, pens, pencils, brushes, glue sticks, tools for dough/sand/water/cooking, small construction  Outdoors: Chalks, paintbrushes, climbing and building equipment, tricycles, 3 wheeled scooters, balls/bats/hoops/stilts | | | | | |
| **Literacy**  **Continuous Provision** | Sessions linked to topic/focus book  Daily shared reading – Six Stories Shared | | | | | |
| **Maths coverage** | Continuous provision for mathematical development in the 2 Plus will reflect the Development Matters for this stage (see overview for more detail) | | | | | |
| **UTW links – topic related** | * Make connections between the features of their family and other families. * Notice differences between people. | * Notice differences between people. * Repeat actions that have an effect. * Explore materials with different properties. | * Notice differences between people. * Repeat actions that have an effect. * Explore materials with different properties. | * Repeat actions that have an effect. * Explore materials with different properties. | * Explore and respond to different natural phenomena in their setting and on trips. * Explore natural materials, indoors and outside. | * Explore and respond to different natural phenomena in their setting and on trips. * Explore natural materials, indoors and outside. * Repeat actions that have an effect. |
| **UTW links - ongoing** | **Festivals:**   * Make connections between the features of their family and other families. * Notice differences between people.   **Season changes:**   * Explore and respond to different natural phenomena in their setting and on trips. * Explore natural materials, indoors and outside. | | | | | |
| **Expressive Arts & Design opportunities**  **(Topic-related)** | * Notice patterns with strong contrasts and be attracted by patterns resembling the human face. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. | * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. * Show attention to sounds and music. * Respond emotionally and physically to music when it changes. * Move and dance to music. * Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. * Explore their voices and enjoy making sounds. * Join in with songs and rhymes, making some sounds. * Make rhythmical and repetitive sounds. * Explore a range of soundmakers and instruments and play them in different ways. | * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | * Explore different materials, using all their senses to investigate them. Manipulate and play with   different materials.   * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. |
| **Music in class** | **Continuous Provision:**  - Explore different genres - Explore music from around the world - Explore and make a range of instruments  - Learn & sing songs and rhymes - Move to music | | | | | |