**Pakeman Primary School**

**EYFS Thematic Curriculum**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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-inEmotionsFamilyFacial featuresBody partsAutumn | Learn a range of nursery rhymesCounting rhymes & propsInstruments | Puppets & toys linked to charactersColours & colour mixingExploring fruit & animalsHunts & trails | Train track buildingCardboard box rocketsWheel track paintingsPaper planes & fan play | Animal soundsFarm small-worldAnimal prints and textures | SealifeSubmarines and boatsFloating 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 booksImage result for bbc nursery rhymes booksTwinkle Twinkle, Little Star: Bedtime Songs and LullabiesPat-a-CakeLadybird First Favourite Nursery RhymesLift The Flap Nursery Rhymes | Image result for eyfs core book listImage result for hug jez alboroughBrown Bear, Brown Bear, What Do You See?Image result for eyfs core book listImage result for we're going on a bear huntWhere's Spot? (Spot - Original Lift The Flap) | Choo Choo Clickety-Clack! (Awesome Engines) Zoom, Rocket, Zoom! (Awesome Engines)That's Not My PlaneImage result for we all go travelling byImage 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 mcdonaldImage result for sharing a shell |
| **Possible ‘Wow’** **moments and** **experiences** (Not an exhaustive list) | Autumn WalkSharing baby/family photos | TransitionBonfire Night – toasted marshmallowsWinter Walk - ice/snow Nativity performance | Fruit tastingBear hunt sensory trail | TransitionVehicle to visit school playground – fire engine/taxi?Easter nest cakesEaster egg hunt Eid party | Spring WalkFarm visit? | TransitionWhole school trip – beach? |
| **Key Events in the Calendar** | Jeans for Genes Day BHMRoald 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 HashanahHarvest 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:RelativesBody partsFeelingsAutumn: - 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 languageColour namesAnimal 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 weekShow & Tell/News SharingSix Stories Shared – new vocab highlighted and revisited – recorded in class bookBox Clever (intervention) |
| **PSED Continuous Provision** | School & class rulesStrategies for sharing/turn-takingMaking relationshipsManaging 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 constructionOutdoors: Chalks, paintbrushes, climbing and building equipment, tricycles, 3 wheeled scooters, balls/bats/hoops/stilts |
| **Literacy****Continuous Provision** | Sessions linked to topic/focus bookDaily 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  |