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| **EYFS Curriculum – Foundation Stage** | | | | | | | |
| **Broad Themes** | | | | | | | |
| **Autumn**  T1 & T2 | | **Winter**  T3 | | **Spring**  T4 | | **Summer**  T5 & T6 | |
| **Texts** | | | | | | | |
| **Goldilocks and the Three Bears**  T1 | **The Gingerbread Man**  T2 | | **The 3 Little Pigs**  T3 | **Little Red Riding Hood**  T4 | **Billy Goats Gruff**  T5 | | **Jack and the Beanstalk**  T6 |
| **Possible Learning Provocations** | | | | | | | |
| **Autumn**  **3 Bears Cottage**  **(Home Corner)**  **Autumn Corner**  **Porridge on the snack table**  **Lunch for parents**  T1 & T2 | **Autumn**  **Christmas**  **Bonfire Night**  **Cooking Gingerbread Men**  **Christmas Fair**  **Stay and Play**  **Nativity**  T2 | | **Winter**  **Mother’s Day**  **Chinese New Year**  **Valentine’s Day**  T3 | **Spring**  **Easter**  **The Big Bad Wolf**  **Grandma’s Cottage (Home Corner)**  **Making sandwiches**  **Stay & Play**  **Eggs**  T4 | **Summer**  **Bridge building**  **Caterpillars**  **Eid**  **Pennywell Farm**  **Stay & Play**  T5 | | **Summer**  **Father’s Day**  **Grow beanstalks**  **Summer Fair**  **Transition**  **Sports Day**  T6 |
| **RWI** | | | | | | | |
| **Teach RWI Set 1 sounds - reading**  T1 | **Teach RWI Set 1 sounds - writing**  T1 & T2 | | **Consolidate Set 1 sounds**  **and/or**  **Teach Set 2 sounds & introduce red ditties**  T3 & T4 | | **Consolidate Set 1 sounds & read red ditties**  **and/or**  **Teach Set 2 sounds & introduce Green Books**  T5 | | **Consolidate Set 1 & continue with red ditties**  **and/or**  **Teach Set 2 sounds and continue with Green Books**  T6 |
| **Literacy** | | | | | | | |
| **Name writing, pencil grip, love of books**  **Teach vocabulary linked to the text**  T1 | **Learn to write name using correct pencil grip**  **Support children’s self-chosen writing activities reinforcing Set 1 sounds**  **Foster a love of books and reading**  **Teach vocabulary linked to the text**  T1 & T2 | | **Introduce writing books and plan small group guided writing activities using Set 1 sounds**  **Continue to support children’s writing activities**  **Foster a love of books and reading**  **Teach vocabulary linked to the text**  T3 | **Continue with guided writing activities using Set 1 & Set 2 sounds**  **Continue to support children’s writing**  **Activities**  **Teach vocabulary linked to the text**  **Foster a love of books and reading**  T4 | **Continue with guided writing activities using Set 1 & Set 2 sounds**  **Continue to support children’s writing activities**  **Begin to develop independence**  **Teach vocabulary linked to the text**  **Foster a love of books and reading**  T5 | | **Continue with guided writing activities using Set 1 & Set 2 sounds**  **Continue to support children’s writing activities**  **Continue to develop independence**  **Teach vocabulary linked to the text**  **Foster a love of books and reading**  T6 |
| **Mathematics** | | | | | | | |
| **Baseline**  **Introduce self-registration - counting**  **‘Number Time’ 0-10**  **Sorting into groups; comparing groups of identical/non-identical objects; one more; one less; my day**  T1 & T2 | | | **Number bonds to 10; comparing groups up to 10; comparing 2 groups to find a whole; number bonds to 10 – ten frame; number bonds to 10 – part whole model; spatial awareness; 3D and 2D shapes**  T3 & T4 | | **Making simple patterns; exploring more complex patterns; adding by counting on, taking away by counting back; counting to 20; doubling; halving and sharing; odds and evens; length, height and distance, weight; capacity**  T5 & T6 | | |