


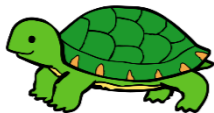






Springfield Infant School & Nursery – EYFS Yearly Plan

At Springfield Infant School & Nursery we believe that our children deserve and need us to provide more than just the EYFS Curriculum. Life has so much more to offer and our children have so much more to learn and experience. At the heart of our curriculum offer is our fundamental belief that children must leave our school having mastered the basics of Reading, Writing and Maths, underpinned by the ability to communicate effectively and the development of exceptional learning behaviours. High expectations of what children can achieve right from their first day in EYFS and throughout this first stage of their educational journey, unite our team to ensure children at Springfield Infants leave us with 'strong foundations for a lifetime of learning'.

Key Drivers of our Curriculum

Community	Communication	Adventure	Initiative	Environment	Possibilities
We want our children to develop a sense of pride in themselves and respect for others. We believe they need to have a highly developed emotional literacy and excellent manners in order to experience positive relationships. We believe in the power of the school community to change and enhance lives.	We want our children to become eloquent orators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning.	We are passionate about the health of our children. We want our children to lift their eyes from the screen to be excited by the real world, engaging in rich experiences to develop imagination. We will use competition to develop confidence and allow them to manage real risks by having fun and a little danger!	It is vital that we nurture the natural curiosity of our children, enabling them to become independent in thought & action & encouraging them to imagine, enquire & become increasingly enterprising. We will give children opportunities to think critically, by solving problems & making choices.	We believe our children need to know about & understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity & show they care about its management & sustainability.	Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.

Underpinned by who we want our children to be:

 CREATIVE IMAGINATIVE RESOURCEFUL INDEPENDENT	 RESILIENT PERSEVERENCE TENACIOUS SELF-DISCIPLINED	 THINKS LISTENS SPEAKS HAS A VOICE	 FOCUSSED CONCENTRATES PRECISE HAS STICKABILITY	 TEAM PLAYER SHARES COOPERATES COLLABORATES	 BRAVE CONFIDENT TAKES RISKS ACCEPTS MISTAKES	 PROUD PRESENTABLE SEEKS BEAUTY FINDS JOY	 SELF AWARE EMPATHETIC EMOTIONAL STRONG
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Year N Curriculum Overview

	Autumn Term 1 September / October	Autumn Term 2 November / December	Spring Term 1 January / February	Spring Term 2 March / April	Summer Term 1 April / May	Summer Term 2 June / July
Our Roleplay Area Ideas:	Homes & Houses – traditional kitchen The 3 Little Pigs House - outside	Weather Studio/Weather Station Stable - Nativity Costumes	Fire Station – outside The Doctor's Surgery - inside	Garden Centre – growing The Potting Shed – plant growth	Healthy Choices Restaurant/ Zoo Ticket Office	Ice Cream Kiosk/Beachhut
	Marvellous Me!	Awesome Autumn/A Special Baby	Wonderful Winter/When I grow up	Spring has sprung/Awesome Arts	Healthy me!/ Dear Zoo!	Sparkling Summertime
Learning Buddy	Geoffrey	Connie	Oscar	Ollie	Connie	Dixie
Celebrations	Harvest	5 th Nov - Fireworks Night 12 th Nov – Remembrance/Divali 14 th – 18 th – World Nursery Rhyme Week 19 th –26 th Nov – Road Safety Wk 25 th December - Christmas	1 st Jan – New Year's Day 10 th February – Chinese New Year 13 th Feb Shrove Tuesday 14 th Feb - Valentine's Day 6 th Jan – 20 th Feb Big Schools Birdwatch	7 th Mar – World Book Day 10 th March – Mother's Day Easter 29 th March – 1st April 8 th March – British Science Week 15 th Mar –Red Nose Day	20 th May – Walk to School Week	16 th June – Father's Day
Enrichment	Tapestry – My first week at Nursery	Autumn Walk on School Grounds Library Visit Nativity	Visits from Emergency Services / Military / Doctor etc	Planting veg beds Minibeast Hunt Litter Pick Art Gallery Visiting Theatre Production	Dental Nurse visit Daily Mile / Gym session Jimmy's Farm visit	Caterpillar into Butterfly kit.
Texts	The colour monster – Anna Llenas · Amazing – Steve Anthony · I'm special, I'm me – Ann Meek · What Makes Me Happy? by Catherine and Laurence Anholt ·	Tree: Seasons come, seasons go – Patricia Hegarty · A stroll through the seasons – Kay Barnham · Because of an acorn – Lola Schaefer · Goodbye summer, hello autumn –	One Snowy Night – Nick Butterworth · Snow Bears – Martin Waddell · Kipper's Snowy Day – Mick Inkpen · Winter – Sian Smith	Jasper's Beanstalk by Nick Butterworth · The Tiny Seed by Eric Carle, The Enormous Turnip – Ladybird, Jack and the beanstalk – Ladybird, Jim and the Beanstalk -	Oliver's Vegetables and Oliver's Fruit Salad – Vivian French, The Very Hungry Caterpillar by Eric Carle, The Runaway Pea – Kjartan Poskitt, The Worrysaurus – Rachel	Non- fiction – Summer, 'The Very Hungry Caterpillar's First Summer' – Eric Carle. Flotsam – David Wiesner, Dear Earth – Isabel Otter, What a Waste

	Knock! Knock! By David Bedford · What Do I Look Like? By Nick Sharratt This is our house by Michael Rosen · 3 little pigs · Starting school- Janet and Alan Ahlberg · I Am Too Absolutely Small for School by Lauren Child · The colour monster goes to school – Anna Ilenas · Topsy and Tim start school - Jean Adamson & Belinda Worsley ·	Kenard Pak · Leaf Man – Lois Ehlert · Autumn Leaves - Ken Robbins · Seasons – Hannah Pang	When I grow up I want to be... series Rosamund Lloyd · When I grow up – AD Largie · when I grow up – Tim Minchin · Superhero like you – Dr Ranj · What do people do all day? – Richard Scarry · All through the night – Polly Foster ·	Raymond Briggs, Sam Plants a Sunflower – Kate Petty, Farmer Duck by Martin Waddell, Farmyard Hullabaloo – Giles Andreae, The Bad Tempered Ladybird – Eric Carle Non- fiction – farm, minibeasts, plants Nursery Rhymes Katie and the Sunflowers – James Mayhew, Vincent’s Starry Night – Michael Bird, The Magic Paintbrush – Julia Donaldson, The Day the Crayons Quit – Oliver Jeffers, Matisse’s Magical Trail – Tim Hopgood	Bright, Why should I brush my teeth? – Katie Daynes Dear Zoo – Rod Campbell, Monkey Puzzle –Julia Donaldson, Hullabaloo at the zoo – Zanna Davidson, Meerkat Mail – Emily Gravett, The Ugly Five – Julia Donaldson, Rumble in the Jungle – Giles Andreae Non- fiction – wild animal books. The Colour Monster – Anna Ilenas	– Jess French, Harry Saves the Ocean – Sylvia Fae Tiddler – Julia Donaldson, Rainbow Fish – Marcus Pfister, Commotion in the Ocean - Giles Andreae, Sharing a Shell – Julia Donaldson, Snail and the Whale – Julia Donaldson, The Lighthouse Keeper’s Lunch – Ronda/David Armitage, Lucy and Tom at the seaside – Shirley Hughes, What the Ladybird Heard at the Seaside – Julia Donaldson
Discussion questions / sentence stems/ Circle Time	How do I feel? How are they feeling? When is my birthday? How can I say hello? This part of my body is called.... How do I keep myself healthy? Where do I live? What rooms are there in my house? Who is in my family? What makes a family? What makes a good friend?	What are seasons? What is it like in Autumn? What colours can I see? What do I wear in the Autumn? Why do we celebrate Christmas? What is Christmas like in my house? What is Christmas like around the world?	What is it like in Winter? What is snow? What happens to ice when the sun comes out? Where has all the wildlife gone? Who are the people that help us? What is a job? What do I enjoy doing? What would I like to do when I grow up?	How do we know it is Spring? What are the signs? How do plants and animals grow/change?	What does healthy mean? How can we keep our bodies healthy? Do you need to brush your teeth? What is exercise? What is the difference between wild animals/pets? Why are animals kept in a zoo? Where do wild animals live?	What is the weather like in Summer? How does the weather change the things we do? How does Summer make you feel? What can we recycle, reuse and reduce? What can you find at the seaside? What creatures live at the seaside? Do you like to visit the seaside?
Vocabulary	Wash · Body · Head · Shoulders · Knees · Toes · Leg · Arm · Foot Family · Mum · Dad · Grandparent · Auntie · Uncle · Cousin · Sister · Brother · Flat · Detached · House · Semi-detached · bungalow · terrace · dining room · kitchen · living room · bedroom · hall · street · road · Classroom · Toilet · Hall · Lunchtime · Playground · Field · Line · Register · Garden · Forest School · P.E.	Season · September · October · November · Autumn · Tree · Leaf · Orange · Brown · Red · yellow · Firework · cloudy · rain· acorn · conker · seed · fruit · falling Stable Angel · Donkey · Bethlehem · Star · Shepherd · King · Tree · Presents · Cracker · decorations	Season · December · January · February · Winter · cold · icicle · gloves · scarf · coat · snow · frozen · dark · hibernate · snowflake · slip · bare trees · evergreen · Astronaut · Doctor · Nurse · Firefighter · Police · Postal Worker · Paramedic · Cook · Builder · Librarian · cleaner · teacher · Painter · Dancer · plumber	Season – March, April, May. Spring – grow – change – plant – leaf – flower – seed – farm – farmer – farmyard animal and their young names – insect names Painter – gallery - actor/ress – drama – dance – theatre – instrument names	Healthy – exercise – dentist – tooth – teeth - nurse – vegetable – fruit – sugar – sweet – savoury – worried Different · Same · Friend · Share · Kind · Care · Smile · Happy · sad · angry · scared · nervous · excited · Wild – pet – wild animal names – zoo – jungle	Season – June, July, August- change – hot – sunny- warm Seaside – beach – pebbles – ice-cream – fish and chips – beachhut – sea – lighthouse – shell – fish decay – recycle – reuse – reduce – litter – plastic – flood – weather – change
Talk4Writing	Nursery Rhymes + The 3 Little Pigs	Nursery Rhymes	Goldilocks and the 3 Bears We’re going on a Bear Hunt	Farmer Duck	Dear Zoo The Very Hungry Caterpillar	Sharing a Shell
P.E	Floor work/Throw and Catch	Dance and apparatus	Games and Dragon Dance	Fitness	Athletics	Throw and Catch/Games
Home learning opportunities	- Birthday pictures - Finding & photographing different types of home Talking about pictures of themselves when they were a baby	- Autumn Challenge – objects to find / things to do	- Melting experiment - Parent talks about their jobs (video themselves?)	-Grow a seed into a... -Go on a minibeast hunt -Paint a picture	-Cook a healthy meal -Practise brushing your own teeth twice a day	Help to reduce, reuse and recycle at home

Progressing into the KS1 curriculum....						
In English we will focus on:	<ul style="list-style-type: none"> - Listening to & talking about books - Recognising my name - Phonics – Letters and sounds - Active storytelling & Nursery Rhymes -Hand, finger, upper body strength -Secure pencil grasp -Hand-eye coordination -Hand dominance - Making enclosures 	<ul style="list-style-type: none"> - Listening to & talking about books - Phonics – Letters and sounds - Active storytelling & Nursery Rhymes -Hand and finger strength - Secure pencil grasp - Enclosures and recognisable pictures 	<ul style="list-style-type: none"> - Being a storyteller (puppets / roleplay) - RWI Phonics – start ind sounds - Active storytelling & Nursery Rhymes - Secure pencil grasp - Attempting to write my name - Recognisable pictures and adding some detail 	<ul style="list-style-type: none"> - Being a storyteller (puppets / roleplay) - RWI Phonics - Active storytelling - I can write my name - Rhymes - Recognisable pictures 	<ul style="list-style-type: none"> - RWI Phonics - Active storytelling & poetry - I can write my name 	<ul style="list-style-type: none"> - RWI Phonics - Active storytelling - I can write my name
In our Maths we will focus on:	<ul style="list-style-type: none"> - Reciting in order - Size - Times of the day - Height 	<ul style="list-style-type: none"> - 1-1 correspondence - Pattern - Capacity - Shape 	<ul style="list-style-type: none"> - 1-1 correspondence - Shape - Pattern 	<ul style="list-style-type: none"> - Numbers 0-5 - More/less - Weight - Positional language - Pattern 	<ul style="list-style-type: none"> - Numbers 5-10 - Weight - Shape - Pattern 	<ul style="list-style-type: none"> - Number recognition and 1-1 - Positional language - Length - Review gaps
In Geography we will focus on:	<p>Your home – my home PCC ELG - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p>	<p>Does every house have a Christmas tree? PCC ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Does everywhere in the world have snow? PCC ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Exploring environments where plants and animals live and grow PCC ELG : Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Comparing different environments PCC ELG: Explain some similarities and differences between life in this country and life in other countries.</p>	<p>Compare our current season to seasons past. PCC ELG : Describe their immediate environment using knowledge from observation.</p>
In History we will focus on:	<p>How have homes changed? PP ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p>Who is the baby in the hay? PP ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>What jobs do people do in my local area? PP ELG - Talk about the lives of the people around them and their roles in society</p>	<p>Images and figures from the past e.g past artists and biologists compared to present. PP ELG - Talk about the lives of the people around them and their roles in society.</p>	<p>Extinct animals Past and present athletes and records they have set. PP ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>What the seaside used to be like when our Grandparents were little? PP ELG : Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>
In Science we will focus on:	<p>Materials – which material is the best for building a strong home? TNW ELG: Know similarities and differences.</p>	<p>How does the environment change in Autumn? TNW ELG: Explore the natural world around them, making observations & drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Where do all the birds and animals go in the Winter? TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p>How do plants and animals grow and change? TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Similarities and differences between wild animals. TNW ELG : Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class How can I keep my body healthy? MS ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. GMS ELG: Demonstrate strength, balance and coordination</p>	<p>Explore similarities and differences between environments in Summer. TNW ELG : Know some similarities and differences between the natural world around them and contrasting environments. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
In Art we will focus on:	<p>What makes a face? (Explore variety of portrait artists) CWM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function; Share their creations, explaining the process they have used;</p>	<p>What are the colours of Autumn?</p>	<p>What is white? CWM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>Famous plant paintings CM ELG : Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p>	<p>Collage – wild animals CM ELG : Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p>	<p>Use recycled materials to represent a scene from the topic. CM ELG : Safely use and explore a variety of materials, tools and techniques,</p>

			colour, design, texture, form and function;	function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	function; - Share their creations, explaining the process they have used.	experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;
In DT we will focus on:	What makes a building strong? CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	What can I hang on my tree? CM ELG: Share their creations, explaining the process they have used;	Design an emergency vehicle CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Design and make a planter CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Cooking – healthy food CM ELG: Safely use and explore a variety of materials, tools and techniques	Design a beach hut that you would like to use at the seaside. CM ELG: Share their creations, explaining the process they have used.
In Music we will focus on:	TERM 1 - Sing 1 – I’ve got a grumpy face Listen 1 – Sorcerer’s Apprentice TERM 2 - Sing 2 – Witch, Witch Sing 3 – Row, row, row your boat LAU ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions S ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. SR ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or action BR ELG: Work and play cooperatively and take turns with others; GMS ELG: Negotiate space and obstacles safely, with consideration for themselves and others FMS ELG: Use a range of small tools (instrument beaters) BI&E ELG - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		TERM 3: Listen 2 – Cuckoo Polka Sing 4 – Shake my sillies out TERM 4: Sing 5 – Up & Down Sing 6 – 5 fine bumble bees		TERM 5: Sing 7 – Down there under the sea Listen 3 – It’s oh so quiet TERM 6: Sing 8 – Slap Clap Clap Sing 9 – Bow, Bow, Bow Belinda	
In RE we will focus on:	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
In Computing we will focus on:	MiniMash Pin – All About Me Pin - Builders	MiniMash Pin – Autumn / Weather Pin – Christmas Pin - Feelings	MiniMash Pin – Winter / Weather Pin – People who help us	MiniMash Pin – Spring / Easter Pin – Garden / Minibeasts / Farm Pin – 2Beat / 2Explore	MiniMash Pin – Food Pin - Zoo	MiniMash Pin – Summer / Seasons Pin – Under the sea / Seaside
In RSHE we will focus on: Jigsaw....	Being me in my world MS ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. BR ELG: Work & play co-operatively and take turns with others.	Celebrating Difference BR ELG: Show sensitivity to their own and to others’ needs.	Dreams & Goals SR ELG: Set and work towards simple goals, Give focused attention to what the teacher says, MS ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge BR ELG: Work and play co-operatively and take turns with others.	Healthy Me MS ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Relationships SR ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. BR ELG: Form positive attachments to adults and friendships with peers.	Changing Me SR ELG: Give focused attention to what teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. BR ELG: Form positive attachments to adults and friendships with peers.

Special Events around the Year - [Special Dates Calendar - 'A Little Owls Resources' website \(littleowls-premium.com\)](#)

Book Lists - [Bookfinder: find children's books for every age | BookTrust](#)

PE - [My account - PE Planning](#)

Music - [Login | Sing Up](#)

RE - [EYFS Emmanuel Project Intro to Scheme of work-1.pdf \(suffolklearning.com\)](#)

RSE - [Jigsaw \(jigsawpshe.online\)](#)