



St Helens Primary School ~ Wren Class Curriculum Overview- 2017/18



This plan incorporates some adult led ideas for topics however these are subject to change depending upon the children's interest. We follow a child-led curriculum in EYFS.

Autumn Term

Topic ideas and celebrations	PSED	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1 <ul style="list-style-type: none"> Magical me Harvest Autumn 	<p>How I feel: happy/sad/tired/cross faces</p> <p>Discussion on classroom rules</p> <p>Taking part in Harvest Festival assembly</p> <p>Discussions on why we're all special and individual</p> <p>Taking turns</p>	<p>Listening skills games</p> <p>Follow simple instructions.</p> <p>Understands the uses of the classroom equipment.</p> <p>Show and tell: talk about an experience or object</p> <p>Learning new words.</p> <p>Phase 1 Phonics</p>	<p>Threading using hole-punched leaves</p> <p>Focus on getting undressed/dressed for PE lessons</p> <p>Making different foods from salt dough</p>	<p><u>Reading</u> Phase 2 phonics</p> <p>Join in with rhythmic activities.</p> <p>Expose children to a range of different genres e.g. traditional tales & nursery rhymes.</p> <p>Handle books carefully.</p> <p>Know that print carries meaning.</p> <p><u>Writing</u> Making marks using a range of materials e.g. paint, pen, flour, glitter</p> <p>Recognise own name.</p>	<p>Counting songs</p> <p>Numbers to 10</p> <p>Making patterns using vegetable printing</p> <p>Counting and sorting Autumn leaves, conkers etc</p>	<p>Talk about changes we can see in Autumn - go on an Autumn walk and collect different coloured leaves, conkers and signs of Autumn.</p> <p>Talk about families and compare similarities and differences to friends e.g. brothers and sisters etc.</p>	<p>Self-portrait to go with names</p> <p>Making different food from salt dough and decorating</p> <p>Leaf and bark rubbings</p> <p>Collages using a variety of grains</p> <p>Colour mixing (powder paints)</p>

				<p>Writing own name.</p> <p>Hear and say initial sounds in words.</p> <p>Beginning to write strokes- vertical, circular etc</p>			
<p>Autumn 2</p> <ul style="list-style-type: none"> • Dinosaurs • Diwali • Christmas story (Re) 	<p>Practice putting on coat, gloves and hat.</p> <p>Diwali</p> <p>Taking part in Christmas Nativity</p> <p>How we wash our hands- school nurse visit.</p> <p>Taking turns-playing cooperatively</p>	<p>Beginning to understand 'why and 'how' questions.</p> <p>Can describe where something is with prepositions.</p> <p>Follow simple instructions.</p> <p>Follows 2 step instructions.</p> <p>Speaking in front of a small group.</p> <p>Using and & because in sentences.</p> <p>Use language to support role play.</p> <p>The Nativity</p> <p>Phase 1 Phonics</p>	<p>Building using real bricks</p> <p>Large brushes, rollers, paintbrushes etc outside</p> <p>Large apparatus in the hall</p> <p>Safety of firework night</p> <p>Making play dough</p> <p>Car wash</p>	<p><u>Reading</u> Phase 2 Phonics</p> <p>Introducing alliteration- initial sounds rhyming string through stories.</p> <p>Hear and say initial sounds in words.</p> <p>Beginning to blend VC and CVC words.</p> <p><u>Writing</u> Beginning to form some recognisable letters.</p> <p>Writes VC and CVC words.</p> <p>Writes own name.</p> <p>Sometimes gives meaning to the marks they make.</p>	<p>Counting to 20</p> <p>Shape- firework pattern</p> <p>Measuring- dinosaur foot prints</p>	<p>Exploring dinosaurs.</p> <p>Making fossils & dinosaur cookies</p> <p>Discussion of own homes ~ compare different rooms, family, pets etc</p> <p>Investigating people who help us and our local community e.g. visit to local library, doctors and fire station.</p> <p>Diwali - recognising other beliefs.</p> <p>Firework night</p> <p>Christmas celebrations</p>	<p>Mehndi hands</p> <p>Diwali clay pots</p> <p>Making fireworks rockets using junk modelling</p> <p>Firework painting-splatter or marble art</p> <p>Christmas decorations and cards.</p> <p>Singing nativity songs</p>

Spring Term

	PSED	Communication and language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Spring 1 <ul style="list-style-type: none"> Chinese New Year Artic explorers Journeys to cold places 	Learning about and respecting beliefs of people from a different culture Chinese New Year Worries e.g. the dark and ways I can feel better.	Beginning to understand 'why and 'how' questions Follow simple instructions. Follows 2 step instructions. Beginning to use more complex sentences. Use talk to sequence events/ stories. Can talk about what has happened. Learning new words. Phase 1 Phonics	Chinese New Year dragon dancing Movements across different landscapes- (Lets go on a bear hunt through grass, sand, mud, snow, ice) Cutting snowflakes	<u>Reading</u> Phase 2-3 phonics Book language. The role of an author/ illustrator. Know that print carries meaning. Blending CVC words Describing characters. Sequencing stories/events with support. <u>Writing</u> Making marks for meaning. Recognise own name Writes own name and CVC words. Forming recognisable letters.	Size ordering Working with numbers to 20: one more and less, adding Time - days, weeks, months, years Shape: design a 2D transporter for an adventure Capacity of rocket/train fuel Measuring rain fall using a bar chart. Measure distance a paper aeroplane or balloon can travel Estimating	Recognising and celebrating different cultures Exploring ice melting Inuit culture Comparing life in different places- artic. Shrove Tuesday Using technology- BeeBots, remote control car/boat to follow a track or route.	Making Chinese New Year masks and dragons. Making cars/rockets, trains, planes etc. from kitchen towel tubes Role-play adventures Foam art Valentine's Day cards
Spring 2 <ul style="list-style-type: none"> Amazing world- food/animals Night & Day/Light 	Team-work - working together to achieve an end goal Caring for animals The Easter Story	Beginning to understand 'why and 'how' questions. Can describe where something is with prepositions.	Large apparatus in hall Easter egg hunt dance Movement of different animals around the world	<u>Reading</u> Phase 3 phonics Introducing alliteration- initial sounds rhyming string through stories.	Working with numbers to 20: one more and less, adding Money (farm shop)	Explore light and shadows Nocturnal animals Exploring what different animals	Shadow pictures Making shadow puppets Role-play ~ farm shop

	<p>Listening games to improve listening to each other</p> <p>Food tasting- things I like and dislike.</p>	<p>Follow simple instructions.</p> <p>Follows 2 step instructions.</p> <p>Speaking in front of a small group.</p> <p>Using and & because in sentences.</p> <p>Use language to support role play.</p> <p>Phase 1 phonics</p>	<p>Yoga</p> <p>Balance-ability</p>	<p>Blending CVC words.</p> <p>Fiction / Non-Fiction books.</p> <p><u>Writing</u> Forming recognisable letters.</p> <p>Writes words including some "tricky" words</p> <p>Writes own name.</p> <p>Beginning to write captions and sentences.</p>	<p>Estimating</p> <p>Weighing foods</p>	<p>eat</p> <p>Planting</p> <p>Observations of growing flowers- signs of spring.</p> <p>Taking photos outside-plants and other observations.</p> <p>Farm trip</p>	<p>Pictures of foods and animals-using different materials e.g. pastels, water colours</p> <p>Cooking different foods-tasting</p>
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Summer Term

	PSED	CL, Reading and Writing	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts and Design
<p>Summer 1</p> <ul style="list-style-type: none"> • Growing • Mini-beasts 	<p>Discussions on pets and how we care for them</p> <p>Different harvests around the world</p> <p>Fears about mini beasts</p>	<p>Understand 'why and 'how' questions.</p> <p>Follow simple/complex instructions.</p> <p>Beginning to use more complex sentences.</p> <p>Use talk to sequence events/ stories.</p> <p>Can use past, present and future when talking about events.</p> <p>Can talk about what has</p>	<p>Dancing linked to mini beasts and growing.</p> <p>Tweezers with seeds and pulses for sorting</p> <p>Digging/planting/ watering</p>	<p><u>Reading</u> Phase 4 phonics</p> <p>Can use non-fiction books to find out information.</p> <p>Using vocabulary influenced by their experience of books.</p> <p>Confident to use transferable skills (phonics)</p> <p><u>Writing</u> Making marks for meaning.</p>	<p>Butterfly symmetry</p> <p>Classifying seeds according to shape and size</p> <p>Measuring height of plants growing</p> <p>Number bonds</p> <p>Ladybird/butterfly doubling</p>	<p>Observations of plant growth (bean plant to grow to a castle)</p> <p>Lifecycle of a butterfly - used real caterpillars from internet</p> <p>Mini beast hunt in the local environment</p> <p>Mini beast</p>	<p>Making daffodils using egg boxes</p> <p>Seed collages</p> <p>Mini beast music</p> <p>Role-play of a garden centre</p> <p>Designing and making own bug</p>

		<p>happened.</p> <p>Learning new words.</p> <p>Phase 4 phonics</p>		<p>Using recognisable letter shapes when writing.</p> <p>Begins to form simple sentences using fingers spaces, capital letters and full stops.</p>		<p>hotel</p> <p>Using ICT to draw and paint</p> <p>Class trip Amazon World/Zoo</p>	<p>Printing</p>
<p>Summer 2</p> <ul style="list-style-type: none"> Under the sea/pirates Summer 	<p>Transition for moving to year 1</p> <p>Sun safety</p>	<p>Answer 'why and 'how' questions about their experiences.</p> <p>Uses talk in pretending that objects stands for something else.</p> <p>Beginning to use more complex sentences.</p> <p>Use talk to clarify thinking.</p> <p>Can talk about what has happened.</p> <p>Learning new words/ Phrases.</p> <p>Phase 4 phonics</p>	<p>PE focus ~ sports day races</p> <p>Using equipment and following race rules.</p>	<p><u>Reading</u> Phase 4 phonics</p> <p>Demonstrates understanding when talking about what others have read.</p> <p>Using vocabulary influenced by their experience of books.</p> <p>Confident to use transferable skills (phonics)</p> <p><u>Writing</u> Continues a rhyming string.</p> <p>Using recognisable letter shapes when writing.</p> <p>Begins to form simple sentences using fingers spaces, capital letters and full stops.</p> <p>Writing for different purposes.</p>	<p>Addition/Subtraction</p> <p>3D shapes</p> <p>Sharing into groups</p> <p>Weight</p> <p>Position-directing the pirate ship</p>	<p>Small world sea creature</p> <p>Making waves</p> <p>Habitats of sea animals</p> <p>Wet/dry sand-patterns and shapes</p> <p>Floating and sinking</p> <p>Beach trip</p>	<p>Making jelly fish with paper plates and tissue paper</p> <p>Clay sea animals</p> <p>Land art</p> <p>Making 3D boats</p> <p>Pirate day: role play</p> <p>Pirate day</p> <p>Treasure-making and treasure maps.</p>