

What have we used to put the EYFS curriculum together?



Birth to 5 matters

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Published: 8 December 2023
Effective: 4 January 2024

Whole school LTP, progression grid and MTPs

EYFS knowledge and skills yearly overview.

Overarching themes	Autumn 1 At school time (Where am I in my world?)	Autumn 2 Celebrating Differences	Spring 1 Our Wonderful World (Where do I live?)	Spring 2 Healthy Me	Summer 1 Everything changes Life cycles	Summer 2 Changing Me
Agree themes	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Maths						
Nursery						
Communication						

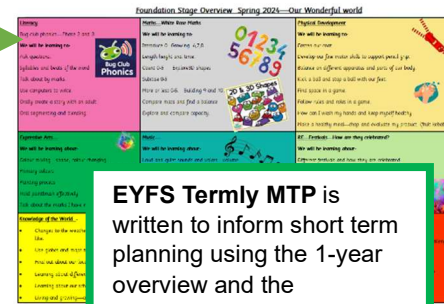
1 year overview for Nursery and Reception.

Outlined in the document are:

- Maths
- Communication and language
- Literacy
- Knowledge of the world
- Expressive arts and design
- Computing
- RE
- Physical development
- Music

Linked to the whole school medium-term plans, Birth to 5 matters and Severn Features of Effective Practice

[eyfs-yearly-overview-2023-24.docx](#)



EYFS Termly MTP is written to inform short term planning using the 1-year overview and the continuous provision progression document.

[Spring overview.pub](#)

Continuous Provision Progression Document

Small World - all classrooms/tough spots

Skill	Initiates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Enhancement to facilitate play
Emerging skill	<ul style="list-style-type: none"> Initiates sounds (e.g., Vehicles and animals) Represents objects as what they are 	<ul style="list-style-type: none"> Represent an environment that they are familiar with 	<ul style="list-style-type: none"> Explains their actions in small world play (e.g., beyond the mum in walking) 	<ul style="list-style-type: none"> Recalls their experiences through a narrative 	<ul style="list-style-type: none"> Artificial grass Coloured fabric Cars, vehicles Figures from stories/ TV/ movies Fairy-tale characters Animals
Developing skill	<ul style="list-style-type: none"> Represents objects of different objects Explains what (e.g., This is a...) Takes express the object they represented a role 				<ul style="list-style-type: none"> Characters from familiar stories Wolf's house and house furniture Mixi me character photos Animals
Extended Skill	<ul style="list-style-type: none"> Represents objects as resources Able to find a green purpose with their role 				<ul style="list-style-type: none"> Open ended resources: pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, long sticks, foliage Mixi me character photos Animals (engaged into animal groups)

Continuous provision progression document informs the EYFS continuous provision following focus time.

Bug club



White Rose Maths



Jigsaw RE and PSHE



8 th January (science focus)	<p>Text: Seasons (comp, seasons go).</p> <p>Focus: What are the seasons? Changes to the weather. How is it changing? What is happening to the world around me?</p> <p>Key vocab: seasons, cold, warm, Autumn, Winter, Spring, Summer, wet, change.</p>
15 th January (writing focus)	<p>Text: Non Fiction text about seasons.</p> <p>Focus: Non-fiction writing about seasons. Writing skills -phonics.</p> <p>Key vocab: non-fiction.</p>
22 nd January (science focus)	<p>Text: Don't Hog the Hedge – story in power point (hibernation)</p> <p>Focus: learn the names of wild animals that hibernate. Why do they hibernate? What do the animals look like?</p> <p>Key Vocab: wild animals, hedgehog, dorm mouse, bears, bats.</p>
29 th January (science focus)	<p>Text: Dear Zoo</p> <p>Focus: Pets, domestic animals. What would you ask the zoo for? Will you find them in the wild? Where would you put them in your house? What do they need to live? When talking about pets, introduce the concept of different groups of animals – mammals, fish etc.</p> <p>Key vocab: domestic animals, pets, mammals, reptiles</p>
5 th February	<p>Text: Chinese New Year Story</p> <p>Focus: How was the luna new year decided? Sequencing of the story. How</p>

Learning line maps out the learning to ensure coverage and progression by week.

Maps out:

- The focus for that week
- Key vocabulary
- Key text

[Spring 2024 learning line.docx](#)

Reception Planning Spring Term
Our Wonderful World
WB: 4.3.24

Provision	Enhancement	Skill	Reasons
Home corner	Year 1 signs	<p>PEB - cover interests, fun learning, working together</p> <p>CS - challenge to engage in play, children learn in the home corner</p> <p>RD - role play, making things, role play, role play, role play</p> <p>Maths - measuring, counting, sorting, role play, role play, role play</p> <p>Writing - writing, role play, role play, role play, role play</p> <p>Art - drawing, role play, role play, role play, role play</p> <p>Music - singing, role play, role play, role play, role play</p> <p>PSHE - role play, role play, role play, role play</p>	Using a variety of resources to create a home corner.

Open Door Planning
WB: 4.3.24

Area	Objective	Activity	Key questions
Stu dio	Painting.	Painting a beach scene. Children to use paint to make a picture of a beach scene (could focus on winter and spring beach images for inspiration)	How can I change the shade of the paint? How will I make it lighter? How can I change the colour?
Expl orat ion	winter to spring (seasons the hand exercise)	Key vocab: paint, shade, colour mixing, painting process. Comparative exercise in Hallowood	What does the season look like? Does Hallowood look like that?
Book no	Building webs to get to the side of Square	Key vocab: seaside, hallowood, compare, same/different, different.	
Out side	Making an imaginative journey to the tale of Story		

Open door weekly planning informs continuous provision. This takes place after focus time daily.

[Open door planning](#)

Short term weekly plan identifies lesson objectives, success criteria and resources needed.

[Reception Weekly Planning](#)