

EYFS curriculum planning for UTW

| Nursery 1- | Nursery 2 | Reception |
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| <p>Continuous provision Boxes containing small world figures/animals, tuff spot base mat, relevant props, books, photographs, (W31-36) <u>Indoor collections:</u> vocabulary to be used <u>On the farm</u> - pig, cow, duck, sheep, goat, chickens, horse, turkey, farmer, sheepdog, tractor, field, <u>In the garden</u>- beetle, ladybird, butterfly, snail, worm, spider, frog, bird, grass, flowers, hedgehog <u>Dinosaurs</u>- diplodocus, t-rex, triceratops, pteranodon, <u>In the Jungle</u>-lion, tiger, snake, monkey, hippo, rhino, elephant <u>At home</u>-cat,dog, furniture, man, woman, girl, boy, old, young, baby, room names <u>At the beach</u>-fish, crab, starfish, shells, octopus, <u>In the town</u>-Train set- engine, train, carriage, track, station, tunnel Vehicle set and plastic road mat-car, fire engine, lorry, breakdown truck, bus, van, blocks with photographs of familiar shops on to build towns with</p> <p><u>Outdoor collections:</u> <u>Exploration and investigation:</u> the outdoor area can be used for observing changes in the natural environment over time- trees, leaves, buds, blossom, shoots. magnifier, kaleidoscope, hand lens, snail, slugs, beetle, woodlouse, worm, wasp, bee, fly, black bird, crow, pigeon, seagull, <u>Dinosaurs</u> <u>Wild animals</u> <u>Sensory garden</u>-the garden and outdoor area can be used for observing changes in the natural environment over time- trees, leaves, buds, blossom, shoots. The sensory garden has a herb area to smell the different herbs -rosemary, mint, thyme, sage, curry, hyacinth, a touch area to feel the plants- lamb's ears, pony tail grass, sedums, a bees and butterfly area where flowers grow to attract insects- daffodils, hyacinth and an area where plants are different to the norm e.g. black grass, heuchera, daffodils. Wild flowers such as daisy, buttercup, dandelion, speedwell, grow in the area</p> | <p>Continuous provision The children will use the vocabulary with increasing knowledge Boxes containing small world figures/animals, tuff spot base mat, relevant props, books, photographs, (W46-54) <u>Indoor collections:</u> vocabulary to be used <u>On the farm</u> - pig, cow, duck, sheep, goat, chickens, horse, turkey, farmer, sheepdog, tractor, field, <u>In the garden</u>- beetle, ladybird, butterfly, snail, worm, spider, frog, bird, grass, flowers, hedgehog <u>Dinosaurs</u>- diplodocus, t-rex, triceratops, pteranodon, <u>In the wild</u>-lion, tiger, snake, monkey, hippo, rhino, elephant <u>At home</u>-cat,dog, furniture, man, woman, girl, boy, old, young, baby, room names <u>At the beach</u>-fish, crab, starfish, shells, octopus, <u>In the town</u>-Train set- engine, train, carriage, track, station, tunnel Vehicle set and plastic road mat-car, fire engine, lorry, breakdown truck, bus, van, blocks with photographs of familiar shops on to build towns with</p> <p><u>Outdoor collections:</u> <u>Exploration and investigation:</u> the outdoor area can be used for observing changes in the natural environment over time- trees, leaves, buds, blossom, shoots. magnifier, kaleidoscope, hand lens, snail, slugs, beetle, woodlouse, worm, wasp, bee, fly, black bird, crow, pigeon, seagull, <u>Dinosaurs</u> <u>Wild animals</u> <u>Sensory garden</u>-the garden and outdoor area can be used for observing changes in the natural environment over time- trees, leaves, buds, blossom, shoots. The sensory garden has a herb area to smell the different herbs -rosemary, mint, thyme, sage, curry, hyacinth, a touch area to feel the plants- lamb's ears, pony tail grass, sedums, a bees and butterfly area where flowers grow to attract insects- daffodils, hyacinth and an area where plants are different to the norm e.g. black grass, heuchera, daffodils. Wild flowers such as daisy, buttercup, dandelion, speedwell, grow in the area</p> | <p>Continuous provision We will differentiate by using more detailed geographical terms and introduce the names of countries where these environments are. There will be further animals introduced to the ones in collections that were also in Nursery. The children will make their own environments using the knowledge they have gained in Nursery. (W46-54,63-70) Boxes containing small world figures & animals, resources to create environments such as fabric, natural materials, books, photographs. Vocabulary to be used <u>Indoor collections:</u> <u>Hot countries</u>- lion, tiger, snake, monkey, hippo, rhino, elephant, camel, antelope, lizard, scorpion, gorilla, jungle, plains, desert <u>Cold countries</u>-polar bear, arctic fox, penguin, seal, leopard seal, walrus, North pole, South Pole, ice, glacier, snow <u>Journeys</u>-engine, carriage, track, station, junction, tunnel, platform, lorry, car, van, bus, road, signs <u>Woodland</u>- fox, squirrel, rabbit, badger, deer, hare, hedgehog, owl, <u>Space</u>-Earth , Moon, Planet names, space, astronaut, rocket, moon buggy, orbit <u>Dinosaurs</u> <u>Fantasy</u> <u>Outdoor collections:</u> <u>Exploration and investigation:</u> the outdoor area can be used for observing changes in the natural environment over time- trees, leaves, buds, blossom, shoots. magnifier, kaleidoscope, hand lens, snail, slugs, beetle, woodlouse, worm, wasp, bee, fly, black bird, crow, pigeon, seagull, <u>Dinosaurs</u> <u>Wild animals</u> <u>Sensory garden</u>-the garden and outdoor area can be used for observing changes in the natural environment over time- trees, leaves, buds, blossom, shoots. The sensory garden has a herb area to smell the different herbs -rosemary, mint, thyme, sage, curry, hyacinth, a touch area to feel the plants- lamb's ears, pony tail grass, sedums, a bees and butterfly area where flowers grow to attract insects- daffodils, hyacinth and an area where plants are different to the norm e.g. black grass, heuchera, daffodils. Wild flowers such as daisy, buttercup, dandelion, speedwell, grow in the area</p> |

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| <p><u>Autumn term</u> Due to the nature of Nursery 1 where children are continually starting we will provide provocations on the following but also revisit in greater detail in Nursery 2 when all the children from the cohort are together.</p> <p><u>We will teach and support the children</u></p> <ul style="list-style-type: none"> • Find out about the features of familiar and different environments, naming the animals through adult interaction in the areas of continuous provision indoors and outdoors. (W37-45) • Become aware of seasonal changes - Autumn (W31-36) • Talk about celebrations that are familiar to them- Halloween & fireworks, Christmas (PC37-45) • Become aware of celebrations in communities different to their own - Diwali (PC37-45) | <p><u>Autumn term</u> We will teach the children to:</p> <ul style="list-style-type: none"> • Talk about their own families and understand that people live in different types of families (PC37-45) • Find out and talk about seasonal changes - Autumn- (W46-54) Woods, fox, squirrel, rabbit, badger, deer, hare, hedgehog, owl, trees, Autumn, leaves, leaf colours, change • Talk about celebrations that are familiar to them- Halloween & fireworks, Christmas (PC37-45) • Find out about celebrations in communities different to their own - Diwali (PC46-54) | <p><u>Autumn term</u> <u>We will teach the children to:</u></p> <ul style="list-style-type: none"> • Find out and talk about seasonal changes - Autumn (W55-62) • Talk about celebrations that are familiar to them- Halloween & fireworks, Christmas (PC55-62) • Experience other cultures and traditions through celebrations- Diwali (PC55-62) • Be aware of the range of technology in their homes and school and understand that it has be used safely (T55-62) • Use an ipad to find out simple facts (T55-62) |
| <p><u>Spring term</u> We will teach the children to:</p> <ul style="list-style-type: none"> • Find out about the features of familiar and different environments, naming the animals through adult interaction in the areas of continuous provision indoors and outdoors. • Become aware of seasonal changes Winter (W30-36) • Find out about cold places in the world- what the features are and what lives there-(W30-36) polar bear, arctic fox, penguin, seal, leopard seal, walrus, North pole, South Pole, ice, glacier, snow • Talk about a familiar celebration- Easter (PC37-45) • become aware of celebrations in communities different to their own- Chinese New Year (PC46-54) • Talk about Mother's day -our Mum or similar female figure who is special to us (PC37-45) | <p><u>Spring term</u> We will teach the children to:</p> <ul style="list-style-type: none"> • Find out and talk about seasonal changes- Winter (W46-54) • Find out about cold places in the world- what the features are and what lives there (W46-54)- polar bear, arctic fox, penguin, seal, leopard seal, walrus, North pole, South Pole, ice, glacier, snow • Talk about a familiar celebration- Easter (PC46-54) • Find out about celebrations in communities different to their own- Chinese New Year (PC46-54) • Talk about Mother's day -our Mum or similar female figure who is special to us (PC37-45) | <p><u>Spring term</u> We will teach the children to:</p> <ul style="list-style-type: none"> • Find out and talk about seasonal changes- Winter (W55-62) • Talk about a familiar celebration- Easter (PC63-70) • Experience other cultures and traditions through celebrations - Chinese New Year (PC55-62,63-70) • Talk about Mother's day -our Mum or similar female figure who is special to us (PC55-62,63-70) • Compare their lives with members of their families in the past e.g. homes from the past (PC63-70) • Explore differences and similarities between themselves and other families (PC63-70) • To log in on an Ipad with support (T63-70) • Complete a simple program on the ipad and IWB as part of daily routines (T63-70) • Use a device e.g. beebots to support learning and explain what they are doing (T63-70) |

Summer term

We will teach the children to:

- Find out about the features of familiar and different environments, naming the animals through adult interaction in the areas of continuous provision indoors and outdoors. (W30-36)
- Become aware of seasonal changes- Spring (W30-36)
- Observe changes in plants and/ or animals (W31-36)
- Talk about Father's Day-our Dad or similar male figure who is special to us (PC37-45)

Summer term

We will teach the children to:

- Find out and talk about seasonal changes- Spring (55-62)
- Observe changes in plants and/ or animals (W37-45)
- Talk about Father's Day-our Dad or similar male figure who is special to us (PC46-54,55-62)
- Use a computer program to find out simple facts (T55-62)
- Find out about other occupations and ways of life (PC46-54)

Summer term

We will teach the children to:

- Find out and talk about seasonal changes- Spring (W63-70,ELG)
- Observe changes in plants and/ or animals (W63-70,ELG)
- Talk about features of their own immediate environment and how environments might vary from one another (W63-70,ELG)
- Talk about Father's Day-our Dad or similar male figure who is special to us (PC63-70,ELG)
- Talk about past and present events in their own lives (PCELG)
- Know that other children don't always enjoy the same things and be sensitive to this (PCELG)
- To log onto an Ipad independently (T63-70)