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|  | **Curriculum Map 2019-2020**  Class-Opal Year-EYFS |
| Autumn Term |
| **Topic:**  Question:  Launch:  REAL Outcome: | **SPIRIT OF ADVENTURE**  **(science focus)** |
| Where has Mr Wolf been? How did he travel? |
| Find an old suitcase in the field with Mr Wolf inside including travel artefacts from around the world. |
| Christmas Nativity filmed around the outside space |
| Trips/Visits/Outdoors | Falmouth Library visit (every 2nd week)  Falmouth Art Gallery  Trevaskis farm – pick produce Beach – depending on time  Journey on a train – Bodmin?? Fire Station |
| Interactive Displays/Roleplay | Fish and chips shop (from July as the children know this and have asked to keep it)  GRT Trailer outside. Christmas linked role play e.g. post office/stable outside |
| Whole School Special Days and Festivals | Harvest (early October), 5/11/18 Guy Fawkes, Divali, 27/10/19 Children in Need, 15/11/19 Children in Need, Science week |
| **UW (RE):** | Noah and the Arc Diwali (27/10/19) Harvest – Christian Faith (What’s in our environment?) |
| **PSHE/TIS:**  **PSE DEV** | * Learn rules for class and school and understand that rules help us * Listen to others * Begin to understand that own actions affect others |
| **BRITISH VALUES: all associated to trips out…**  **Develop understanding of routines and transition times in school – regulate behaviour. Follow class systems and school rules. Introduce Growth Mindset and circle times** |
| **English:**  Focus books  (linked to topic)  **PD and CLL** | **Rhyme focus/story/song – Circle, The Snail and the Whale**  **Strong focus on communication friendly spaces – CLL through continuous provision**  Immediately apply systematic phonics RWInc  Securely learn set one letter sounds and know some high frequency words  Dialogic reading groups  Listen to stories attentively |
| **Maths:** | Counts objects to 10 and then beyond  Learn the order forwards and backwards – count on and back 0-20  1 more- 1 less Use numberblocks series to represent the importance of 1oneness  Explore 2D and begin to grapple 3D shape  Practical activities developing number order and understanding of amount e.g. staircase/tens boards/dice games/loose parts play/puzzles/number blocks  Problem solve practical experiences especially in role play and building areas |
| **UW –Science:** | Discuss what they see, hear, smell and touch? (Autumn/Harvest)Use simple equipment to help them make observations. Can they perform a simple test? Can they explain what they have done?  **Science week experiments** |
| **UW History:** | * Talk about past and present events in children lives and their families |
| **UW Geography:** | * Make observations of own environment |
| **Art and Design:** | Safely learn how to use tools and resources independently e.g. scissors  Experiment with a range of painting equipment. Begin to paint/draw using controlled lines. Use different tools to make marks. Mix colours and explain process.  Colour and paint(sort colours) |
| **Design Technology:**  Including Cooking and Nutrition | Support children in the thinking of what they want to make and the ‘process’ and the materials and resources needed to carry out task. Take care of environment |
| **Cooking: Harvest soup/cook bread/prepare banquet (children’s ideas??)/scones and jam (pick apples from orchard) Cook chutney/apple pie/juice apples** |
| **Music/Drama:** | Begin to build a deeper repertoire of song  Children use their voices to make different sounds  Identify and distinguish sounds in the environment  Experiment with a range of instruments  **Harvest/Christmas - Nativity** |
| **UW Computing:** | **Internet Safety:** respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact  Explore and interact with a range of equipment e.g. IWB, computer, camera on ipad, beep bops |
| **PSE Languages- French:** | Explore different music from different cultures and countries. Explore languages, count and say hello in a variety of languages from around the world e.g. Bonjour, Olla, Namaste |
| **PE:** | Dress and undress independently  Strengthen fine motor control – dough disco/balance bike/trim trail interventions  Shows awareness of physical, personal space  Demonstrate special awareness  Develop fundamental moving skills such as running, jumping, walking down stairs and throwing. |