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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 GalleryTrevaskis farm – pick produce Beach – depending on timeJourney 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
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| **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 RWIncSecurely learn set one letter sounds and know some high frequency wordsDialogic reading groupsListen to stories attentively |
| **Maths:** | Counts objects to 10 and then beyondLearn the order forwards and backwards – count on and back 0-201 more- 1 less Use numberblocks series to represent the importance of 1oneness Explore 2D and begin to grapple 3D shapePractical activities developing number order and understanding of amount e.g. staircase/tens boards/dice games/loose parts play/puzzles/number blocksProblem 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
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| **UW Geography:** | * Make observations of own environment
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| **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 songChildren use their voices to make different soundsIdentify and distinguish sounds in the environmentExperiment 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 contactExplore 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 independentlyStrengthen fine motor control – dough disco/balance bike/trim trail interventionsShows awareness of physical, personal spaceDemonstrate special awareness Develop fundamental moving skills such as running, jumping, walking down stairs and throwing. |