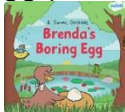
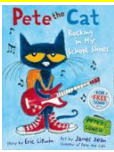
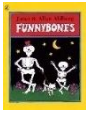
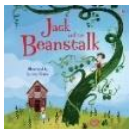
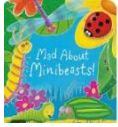
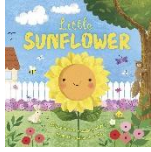
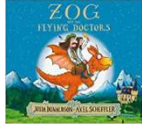
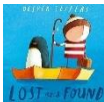
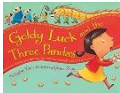


These plans are delivered half termly throughout the year. We use our curriculum overview as a guidance for topic starter/inspiration; however, these plans may change, as in the EYFS we plan to meet individual needs and interests.

The **prime areas** of learning (PSED, Communication & Language and Physical Development) are taught **consistently** throughout the year, through all other areas of learning; these are not individually planned, however are met through cross curricular areas. Prime objectives are reviewed to ensure progress.

EYFS/SPARKLE CURRICULUM MAP 2025 - 2026							
EYFS Area	Topic	Autumn 1 We are Children (Baseline)	Autumn 2 Once upon a time.... (Traditional Tales)	Spring 1 Journeys	Spring 2 What grows? <u>Animals</u>	Summer 1 What grows? <u>Plants</u>	Summer 2 What is a hero? (People who help us)
Literacy	Literacy Stimulus Comprehension Word Reading Writing	<u>Colour Monster goes to school</u> writing <u>Pete the Cat – writing</u> <u>Kipper's Little Friends</u> Writing a shopping list - role-play <u>Funny Bones (C&L)</u> <u>Name writing</u> <u>Little's Wandle phonics scheme</u> <u>Toys in the past/playground</u>	Traditional tales & Fairy tales – <u>Goldilocks and the 3 Bears</u> 3 little pigs The Gingerbread man The 3 Billy Goats Gruff The Emperor's New Clothes Little's Wandle phonics scheme	<u>Journeys</u> Journey to space in rockets and planes Whatever Next? Famous person – space Neil Armstrong (Non-Fiction Facts) Wright brothers Stories with predictable pattern – Journey through Africa Walking through the Jungle	Explanation text & Captions linked to life cycles (ducklings) The ugly duckling Brenda's boring egg (Ebook)  Explanation text & Captions linked to life cycles (butterflies) The hungry caterpillar Writing sentences	Fiction – Jack and the Beanstalk – story writing Story telling (C&L) Writing sentences Writing captions Little's Wandle phonics scheme Eric Carle - The Tiny Seed  Beans – Jack & the beanstalk	Writing Messages (through role-play) Police station, fire station. Reading Non-fiction text Farnworth fire station link to Y1 geography Farnworth Wow writing – break-in Simple Captions Poster writing – Police Letter writing – Police

		games (to link to Y1 toys topic) Colour monster. and Colour   Monster goes to school. Pete the Cat  Kipper's Little Friends.  Funny Bones  The leaf man/Autumn books	Traditional tales Goldilocks and the 3 Bears 3 little pigs Gingerbread man 3 Billy goats gruff The Emperor's New Clothes Remembrance Remembrance  day Bonfire night/Fireworks The Lonely Firefly  (linked to bonfire) Alternative text for afternoon	Wild animal facts – writing, books & videos Journey – to the Arctic Lost and Found – Oliver Jeffers Famous people - David Attenborough Pirate stories Pirate love under Pants  Jungle - Walking through the jungle  Space - Whatever Next?	Writing captions Non-fiction - Information text Explantation & Labelling – lifecycle Writing facts Littles Wandle phonics scheme Signs of spring Non-fiction – life cycles general Frog Life cycle – through literacy (focus book; Growing Frogs.  Butterflies – The hungry caterpillar	 Mini beasts Mad About Minibeasts.  Little Sunflower Suzanne Fosey  The farm (linked to our trip!)	Littles Wandle phonics scheme The Flying Doctor -  Non-fiction text – Day in the life of a doctor  Day in the life of a firefighter – twinkl pp/youtube  Day in the life of a police officer. Dentist
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		 Room on the broom 	(Geog objectives) The Ghanaian Goldilocks 	 Famous people – space Neil Armstrong, Tim Peakes  Arctic -Lost and Found – Oliver Jeffers  Chinese New Year – Wk 4 plans 2025 Goldy Luck and the 3 Pandas - linked to Chinese New Year. 	ordering Lifecycles (minibeasts) – Hungry caterpillar/ ladybird  Ducklings – The Ugly Duckling  Easter – We're going on an egg hunt. 	Teacher (linked to transition to Year 1 class)
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C & L	Listening, Attention & Understanding Speaking	Vocabulary: Birthday, Invitation, envelope, celebration, balloon, birthday cake, birthday card, candle, gift tag, present, parcel, Feelings: surprised, excited Our body: body, wrist, shoulder, ankle, foot, feet, elbow. Seasons: autumn, winter, summer, spring, weather, Celebrations.	Vocabulary: Once upon a time... Characters, setting	Jungle: wild animals, carnivores, herbivores, omnivores, Habitat, desert, forest, jungle, Space: planet, rocket, earth, sun, moon, star, count down, take- off, landing, astronaut, Neil Armstrong, Tim Peakes, Wright brothers telescope, EXT: Names of planets.	Animals and their young: Cow, calf, horse, foal, sheep, lamb, pig, piglet, duck, duckling, chicken, chick, cat, kitten, dog, puppy, goat, kid... Youngest, oldest, order youngest to the oldest Lifecycle - duckling, egg, duck, hatch, caterpillar, cocoon, chrysalis, butterfly, hatch, reproduce farm,	Growing: sow, peel, petal, stem, trunk, plant, plant (to plant something) Bud, leaf, Mini beast theme - ladybird, worm, caterpillar, Living, non-living Reproduce, breathe, Wildlife Minibeast, woodlouse, beetle, caterpillar, centipede, antenna, insect, snail, bee, slug, ladybird, wing, legs, ant, spider, web, fly, worm... Farm animals – Smithills Farm trip	HEROES: Fire engine, fire fighter, ambulance, Siren, postman, envelope, invitation, stamp, vet, dentist, police officer, doctor, ill, poorly, uniform – sleeve, collar
C & L	Listening, Attention & Understanding Speaking	Develop social phrases. Engage in story times.	Developing our listening skills and understanding	Listen attentively and respond to what they hear with	Listen attentively and respond to what they hear with relevant questions,	Understand how to listen carefully and why listening is important.	Understand how to listen carefully and why listening is important.

		Understand how to listen carefully and why listening is important. Learn new vocabulary. Recreating stories in the role play area. Offering own thoughts, ideas and opinions. Learn rhymes, poems and songs. Explaining simple events, retell.	why listening is important. Engage in story times. Through listening to stories we will be, learning and using new vocabulary through the day. Learning to describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-	comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might	Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. (Growing plants, life cycle) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in story times.	Learn new vocabulary and use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, in their own words. Listen carefully to rhymes and songs, Engage in non-fiction books.
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				to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,	happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Developing our communication skills by articulating ideas in well-formed sentences. Extend our sentences through using a range of connectives, 'and, the, but, because... Use talk to help work out
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				with modelling and support from their teacher.			problems and organise thinking and activities, and to explain how things work and why they might happen.
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UOFW	The Natural World Past & Present People, Culture & Communities	Ourselves Stay healthy – healthy foods Learning about the importance of staying healthy and what our bodies need. Making healthy choices. Naming body parts and describing the various parts of their body. Linked to Funny Bones Autumn – The world around us changing Talk about members of their immediate family and community. Name and describe people who are familiar to them.	We will encourage the children to develop their communication skills explain how and why things happen and talk about changes they observe.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Draw information from a simple map Describe their immediate environment using knowledge from	Sorting & classifying Animal habitats Life cycles <u>ALL IN THE CLASSROOM TO OBSERVE AND TALK ABOUT:</u> Ducklings hatching Caterpillars turning into butterflies Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural	Through outdoor learning - observe the changes , seasonal , growing Seeds/bean -life cycles Watching plants growing/dying Do flowers/plants drink? What does a flower need to grow? Literacy links; labelling – plants/flowers/seeds. We will encourage the children to explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the	Talk about members of their immediate family and community. (local Heroes) Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.
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		Learning about their senses explore the world around them; e.g. seasonal changes in autumn. Looking for similarities and differences between themselves and their friends. Look at the different seasons we will explore the natural world through outdoor learning and learn to describe what they see, hear and feel whilst outside. Talk about the effect of changing seasons on the natural world around them.		observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	environment and all living things. Talk about what they see, using a wide vocabulary • Understand the effect of changing seasons on the natural world around them.	natural world around them. We will encourage the children to develop their communication skills explain how and why things happen and talk about changes they observe.	
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	UOFW – P,P & C	Our Family Special friends & Family I am special? What makes us special? Celebrations special events - Birthdays	Through RE, Understand that some places are special to members of their community Recognise and talk about some similarities and differences between life in this country and life in other countries. Recognising some environments that are different to the one in which they live.	Animal's habitats Animals around the world (wild) Celebrate Chinese New Year (Jan 2023) learning about the traditional Chinese story linked to this special event. Talking about the differences between the Chinese culture and our own culture, and <u>tasting</u> Chinese food! Recognise that people have different beliefs and celebrate special times in different ways.			Local Heroes Occupations in our local community Videos from visitors/ Visitors in school: air hostess, paramedic, police officer, oral health visitor, Police dogs, Mounted police Visit to the local fire station
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	UOFW Past & present	Toys – past and present (playground games inc)	Traditional tales – being told over years, variations in stories over time Through stories Compare and contrast characters from stories, including figures from the past.				Fire engines from the past (simple timeline)
	UOFW – ICT	Baseline activities (Autumn 1) Other links: Introduction to the computer/ laptops & iPad programmable toys Remote controlled bugs	2 simple paint – paint a character linked to traditional tales	ICT – Beebot's – programming the beebot on the treasure map	2 simple 2 animate – life cycle of the duckling / caterpillar Continuous provision task	2simple – draw and paint – Jack and the Beanstalk	2 simple - IWB Painting people who help us – local heroes Changing colour.
Trips and WOW experiences		Autumn walk	Panto		Ducklings and Butterflies	Smithills Farm	Visitors – local heroes
Expressive Arts and Designs	EX. ARTS & Design (Art skills)	Explore, use and refine a variety of artistic effects	Explore, use and refine a variety of	Designing eye patches	A Duckling's life cycle	Creating a flower using different materials	Through construction area 3D

	Creating with Materials Being imaginative and expressive	to express their ideas and feelings. · Develop storylines in their pretend play. · Creating our own music in the music area. · Building in the construction area - Painting ourselves – self-portraits - Creating skeleton pictures using chalks and cotton buds - Pete the Cat masks - Literacy links	artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Creating our own music in the music area. Building in the construction area. Make Goldilocks a bed that is just right! Construction materials Using different materials to build houses (straw, bricks, sticks) making them strong enough to stand up to the	Designing pirate t-shirts – painting their design on their t-shirt Pirate catwalk Parrot Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. Art work liked to Chinese New Year, dragon, masks, lanterns..	Draw / paint a duck Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing	Literacy link: labelling the parts of a flower Creating their own plant/ bean collage Observational drawings of flowers We will explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	emergency vehicles. Building a fire engine Develop storylines in their pretend play. – role play Explore and engage in music making and dance, performing solo or in groups. (Through Music, Talent show , Dance, outdoor music stage & performance) Painting real life heroes (choosing appropriate colours) Using the correct brush Brush control (PD)
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			'huff and puff of the wolf' (The Three Little Pigs) Painting – firework pictures. Collage Singing songs and rhymes Watch and talk about dance and performance art, expressing their feelings and responses. (Snow White, Christmas Nativity) Sing in a group or on their own, increasingly (nativity/ Talent show)		their feelings and responses. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.		
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	EX. ARTS & Design (Musical & Drama) Themed songs throughout	Singing traditional & new songs Introduce and name simple musical instruments Pete the Cat songs Retelling the story	Through music - listen attentively, move to and talk about music we hear and express our feelings. Sing in a group, increasingly matching the pitch and following the melody. Through Role-play and stories we will retell stories and develop storylines into our pretend play. Develop our drama and performance skills. Nativity Learn Christmas songs Christmas Nativity performance	Singing pirate songs - A pirate song and dance Space/ planet songs Loin King Music Through Role-play and stories we will retell stories and develop storylines into our pretend play. Develop our drama and performance skills. Enjoy listening to Chinese Music. Through Dance we will watch and talk about dance performances, sharing our feelings. Watch and create the		Through Role-play and stories we will retell stories and develop storylines into our pretend play. Develop our drama and performance skills.	Changing volume, speed of music & instruments
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				Chinese Dragon Dance performance. Explore and engage in music making and dance.			
Physical Development	PHY.D	P.E. safety rules Undressing / dressing independently for PE – Simon says... (H&SC) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Scissor control · Developing our pincer grip for handwriting, through fine motor activities. · Develop their small motor skills so that they can use a range of	Developing our overall body-strength, balance, co-ordination and agility through PE, games and outdoor play. Revise and refine movement - rolling, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-	Rees Sports - Multi skills Dance skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Using apparatus - Climbing - Jumping - Balance Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Games skills Relay races – tag teams Hurdles, throwing + catching (Sports day) Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others.	YOGA Through Yoga , Developing our overall body-strength, balance, co-ordination and agility through PE Revise and refine movement Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency

		tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Yoga - PE	ordination, balance and agility needed to engage successfully with future physical education sessions Combine different movements with ease and fluency <u>Fine Motor skills</u> - Developing our pencil control and a handwriting style which is fast, accurate and efficient. Learning to write letters in the correct formation, Using scissors correctly and cutting with control.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <u>Fine Motor</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <u>Fine Motor</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Healthy eating - good choices (through lunch and snack time also) <u>Fine Motor skills</u> - Developing our pencil control and a handwriting style which is fast, accurate and efficient. Learning to write letters in the correct formation, Using scissors correctly and cutting with control. Continue to develop our small motor skills, by using a range of tools competently, safely and confidently.
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			Continue to develop our small motor skills, by using a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons correctly.				Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons correctly.
Outdoor Play Focussed topic links More activities - See weekly outdoor planners		PD - Bikes and Games	EX. Arts Role play linked to the stories Themed climbing tower Literacy links: Drama Retell a story			Seed Trays Mini Beast Hunt Soil & growing tray Planters for seeds to grow Ex. Arts – role-play and drama linked to the themed climbing tower Literacy links: Drama Retell a story	
Personal. Social & Emotional Development	PSED Self-Regulation Managing Self	Colour Monster stories Friendship groups Forming relationships	Build constructive and respectful relationships. Manage their own needs.	Show an understanding of their own feelings and those of others, and begin to	Caring for animals/creatures Be confident to try new activities and show independence,	Looking after living things Caring for flower and plants Caring for animals/creatures	Build constructive and respectful relationships. Show resilience and

	Building Relationships	<u>Celebrations:</u> Birthdays Ensuring I am happy and settled in my new class. · Learning our new classroom rules and routines. · Developing our social skills, so we can make new friends. · Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility	- Personal hygiene	regulate their behaviour accordingly. Show sensitivity to their own and to others' needs. •Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others.	resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Form positive attachments to adults and friendships with peers.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	perseverance in the face of challenge. Manage their own needs. - toilet, snack, lunch routines Know and talk about the different factors that support their overall health and wellbeing; -regular physical activity - PE (YOGA) -healthy eating - snack & lunch Visit from an oral health visitor – looking at how to look after our teeth
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(outdoor provisions – Physical Fridays)	
PD – Fine Motor Skills	See weekly continuous provision planner: Playdough activities, Dough disco, buttons, zips, Threading, sewing, sponges, nuts & bolt, Tweezer activities, Scissor control, tracing, pencil control...