Our curriculum and planning is based on play. We see the curriculum offered by continuous provision as the core of the learning and this has this has been considered carefully based on early child development.

We offer well sequenced direct teaching and provocations to develop children’s learning and ensure good quality progress for all children. Our planning will be flexible, incorporating children’s specific interests.

Each Half term we will study a good quality story book, and use this as a starting point to explore all aspects of the EYFS curriculum.

Our Topics will enable us to develop the children’s understanding of the world around them. We have considered the sequence of these topics carefully, so that we start from the child and then move to widen their experience. We start with the child, then to families, proceed to the wider community or a setting with which they may be familiar, we then introduce unfamiliar locations from further afield.

Through these topics we will be covering the themes of

Past and present.

People culture and communities.

The natural world.

F1 Cycle 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
| Topic Title  \*\* | Settling into Nursery / all about me | Celebrations | We love pets, what happens at the vets? | Down on the farm | Discovering Dinosaurs | | Terrific transport and comparing environments |
| Possible  Themes to be covered for F1  Children | Introduction in to school.  All bout me  Diversity,  Inclusion  Changes – when I was a baby | Why do Christians share food at Harvest time?  What is Diwali?  Why do we celebrate Christmas? | How do we look after our pets?  What is the job of a vet? | What animals live on a farm?  What happens on a farm?  Maps / directions  What can we grow on a farm? | What do we know about dinosaurs? | Comparing transport  Making maps  Looking and making comparisons of our local area and then contrasting with a different environment | |
| Seasons | Understand the effect of changing seasons on the natural world around them.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside | | | | | | |
| EAD | Ongoing development of skills and knowledge | | | | | | |

\*\* subject to change due to children’s interests.