Styal Primary school EYFS Curriculum Plan

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| **Term** | **Autumn** | | | | **Spring** | | | | **Summer** | | | |
| **Theme** | **All Creatures Great and Small** | | | | **Arctic Adventures** | | | | **Travel & Transport** | | | |
| **Enhancers** | Vet Visit  Farm Visit  Harvest Festival | | Discovery Walks  Stay and Make - Farm Structures/Buildings  Christmas performance | | Discovery Walks  Exploring materials in the environment, school, forest school, local area  Stay and make – Inuit Boat  Ice investigation  Pancake making | | Discovery Walks  Rumpus in the forest  Teddy Bears Picnic | | Discovery Walks  Airport Visit  Stay and Make - Transport theme | | Discovery Walks | |
| **Suggested**  **Quality Texts** | Owl Babies  The Rainbow Fish  The Gruffalo  Barry the Fish With Fingers  Dear Zoo  Giraffes can't Dance  Ronald The Rhino  The Zoo Vet | | The 3 Little Pigs  The Gingerbread Man  The Little Red Hen  Little Red Hiding Hood  Golidlocks and the Three Bears  Each Peach Pear Plum  What the Ladybird heard  The Fish Who Could Wish | | Runaway Iceberg  Stickman  Where the Wild Things Are  The Girl Who Loved Wellies  The Rainbow Bear  Amazing  Some Dogs Do | | The Snail and the Whale  Lost and Found  We’re going on a Bear Hunt Gruffalo  Gruffalo’s Child  The Snowman  The Something | | Zog  Duck in a Truck  You can’t take an Elephant on a bus  We catch the bus  A Squash and a squeeze | | Mr Grumpy’s Outing  Oi Get off Our Train  Amelia Earhart: Little People, Big Dreams  Faster, Further, Higher, Deeper | |
| **Personal, social and emotional development**  Self regulation,  Managing self  Building relationships | Learning to follow class rules and instructions set by the teacher or another adult.  To start to use super learning powers during lesson inputs.  Develop appropriate ways of being assertive and  Begin to form positive friendships and start to talk with others to solve conflict  Start to use words to describe their feelings eg happy sad angry worried  Separate from carer | | | | Follow class rules without prompting by an adult  Build constructive and respectful relationships.  Use super learning powers during lessons and when working with a small group, in pairs or 1-1.  Work as part of a team  Express their feelings and consider the feelings of others  Identify and moderate their own feelings socially and emotionally.  Begin to show focused attention to what the teachers/adults in the school say.  Show perseverance and resilience in the face of challenge.  Build positive attachments to familiar adults and friendships with peers | | | | Know and use class rules independently and know why they exist in the school environment.  Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.  Establish and use well their super learning powers in all lessons.  Give focused attention to what the teacher says  Work and play co-operatively and take turns with others  Form positive attachments to other adults in the classroom and start to build transitional relationships.  Show sensitivity to their own and others’ needs  Manage own needs including personal hygiene, dressing, and healthy food choices.  ORAL HEALTH | | | |
| **Communication and Language**  Listening,  Attention,  Understanding  Speaking | Follow a one or two part instruction  Joins in at group times and story time and can demonstrate good listening behaviours  Can follow simple instructions (with two or more parts) reliably  Engages in story times  Join in with familiar songs and rhymes  Wait and take turns in conversation  Express a point of view  Use a sentence of 4-6 words  Use speech as a way of starting to express myself  Starting to share ideas with familiar adults  Talk to others (adults and children)  Use talk to organise thoughts listen to and talk about stories, rhymes and non-fiction  Share ideas and say how they feel using talk as a tool | | | | Can respond to what they have heard by asking questions and saying what they think  Say what they think  Ask questions about what they have heard  Can respond to what others say  Shares ideas in small groups – show and tell  Shares ideas with familiar adults  Explain events that have already happened in detail  Engage in stories, rhymes and non-fiction sharing my ideas about them  Start to use full sentences  Start to use past, present and future tense | | | | Listen carefully and respond with questions, comments and actions  Make comments about what I have heard  Ask questions to help understanding  Engage in conversation with my friends and teachers  Take part in whole class and group discussions- show and tell  explain why things happen/ might happen  Use vocabulary from stories, non-fiction, rhyme and poems  Express ideas and feelings  Use full sentences using past, present and future tenses  Use conjunctions (with support and modelling) to connect ideas | | | |
| **Physical Development**  Fine Motor | Shows a preference for a dominant hand with a comfortable pencil grip  Hold pencil/paint brush beyond whole hand grasp  Draw a picture  Shows good pencil control when mark making and drawing  Use cutlery and other one handed equipment  Draw lines and circles using gross and fine motor movements  Develop scissors skills to cut in straight lines  Use tools to effect changes to materials  Letter Joins-Pre writing fine motor activities | | | | Established dominant hand, developed pencil grip  Can sit at a table to write  Holds a pencil effectively with  a tripod grip to form recognisable letters most correctly formed  Uses scissors to cut in straight lines and start to cut along a curved line  Letter Joins- easy letters | | | | Holds a pencil effectively (tripod) forming all letters correctly  Can use a range of tools e.g., scissors, cutlery, paintbrushes, tweezers and hammers correctly.  Draws with accuracy | | | |
| **Physical Development**  Gross Motor | Climb stairs using alternate feet  Develop movement (using age-appropriate bikes, scooters etc.)  Work with others to manage large items  Use lots of different ways of moving appropriately  Climb over, under and through obstacles  Use outdoor paint board for big arm movements.  Explore movement along the bridge, the small steps and the balance beam  Wheeled and balance bikes tricycles and scooters  Developing spatial awareness within the classroom and the outside area.  Mud kitchen, sand and water play  Trim Trail – climbing frame, balance beam, hamster wheel, ropes.  Dance and movement to music  Exploring different balances  Introduce the Daily Mile | | | | Throw, kick, pass and catch a large ball  Move and use both large and smaller scale equipment (building blocks etc)  Moving with increased confidence on the small steps and the balance beam.  Skipping ropes in outside area. Hula hoops on waist, aiming bean bags at a target.  Riding bikes without stabilisers more independently  Increasing spatial awareness more to avoid bumping to others Moving more confidently using Developing spatial awareness within the classroom and the outside area.  Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.  Dance / moving to music  Gymnastics- floor work and small apparatus  Set personal bests for the Daily Mile | | | | Travel around space and obstacles safely  Show strength, balance and co-ordination in movement  Move in different ways- run, jump, skip, climb  Races / team games involving  Dance without feeling pressured to join  in. Ball skills aiming, dribbling, pushing, throwing & catching, patting, or kicking  Obstacle activities  Move over, under, through and around equipment.  Improve on personal bests for the Daily Mile | | | |
| Literacy  Writing  Reading-  (Word reading and  Comprehension) | **Writing** | | | | **Writing** | | | | **Writing** | | | |
| **BASELINE SEPT** | | Form some lower case letters correctly  Write some familiar upper case letters (e.g. name, Mum, Dad, sibling name, etc)  identify known letters to match initial sounds (SET 1)  match phase 2 letters and sounds  write CVC words and labels e.g. c-a-t  write simple labels  start to write simple captions  say a simple sentence for writing (oral and count words) | |
| Write most lower-case letters correctly  write some upper-case letters correctly  Use a tripod grip  Identify set 1 2 and 3  Write CVC words and labels (set 1 and 2)  spell some red words  write captions  write short sentences  start to use finger spaces between my words  start to read sentences back  Letterjoins-  Easy letters and words | | | | Write most upper- and lower-case letters correctly  Hold my pencil in a good tripod grip  Write CVC words with sounds and letters from set 1 and 2  Write red words  Write a simple sentence  Read my own sentence  others can read their sentences | | | |
| Name or whole name  Orally segment single sound CVC words e.g. c-a-t  Say the initial sounds in most words  I can write some initial sounds  I can write my own name | |
|  | **Reading** | | | | **Reading** | | | | **Reading** | | | |
| **BASELINE SEPT** | | retell the key events in stories  Start to recall facts from non-fiction  Talks about what has happened in the story so far  listen carefully to stories, rhymes, non-fiction and songs  Match most of the SET 1 letters and sounds  Say the SET1 sounds in CVC words  start to blend sounds together  segment and blend CVC words  read most of the red words in set 1  start to read captions e.g. the cat, dog, fish, | |
| I can retell key events from stories I have read  I can describe the key events in detail  I can recall facts from a non- fiction book  I can say what might happen next linked to other similar stories  I can talk about stories, rhymes, non-fiction and songs  I can match all phase 2 single letters and sounds  I can match all phase 3 single letter and sounds  I can start to identify some digraphs  I can segment the sounds in CVC words for reading  I can blend the sounds in CVC words for reading  I can segment and blend simple words matched to my phonics knowledge  I can read captions  I can read phonics matched tricky words | | | | explain what they have read or has been read to them  retell simple stories  recall facts from information  predict what might happen next  use new vocabulary throughout play  match the letter and sound for all set 1 and 2 single sounds and digraphs  Read CVC words containing set 1 sounds  Read CVC words containing known digraphs  Read simple sentences and books matched to phonics  Read red words from set 1 and set 2 confidently | | | |
| Talk about stories they have heard  Join in with familiar rhymes and songs (and some patterned stories)  Hear and say initial sounds for words  Say the sound for some letters (e.g. from name or familiar names- Mum, Dad, etc.)  Orally segment words (e.g. adult says cat and child says c-a-t)  Orally blend words (e.g. adult says m-a-n and child says man) | |
| Maths  *In italics- not statutory but part of Development Matters* | Numbers to 5  Have an understanding of number to 10, including the composition of each number. up to 5. Recognise the pattern of the counting system  Comparing groups within 5  Subitise (recognise quantities without counting) up to 5.  *2D and 3D shape*  Change within 5  Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity  Number bonds within 5  Have an understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts  *Space* | | | | Numbers to 10  Have an understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system).  Comparing numbers within 10  Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).  Addition to 10  Have an understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity  Measure  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Numberbonds to 10  Have an understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts  Subtraction  Have an understanding of number to 10, including the composition of each number  Exploring patterns | | | | Counting on and counting back  Have an understanding of number to 10, including the composition of each number  Numbers to 20  Verbally count beyond 20, recognising the pattern of the counting system.  Numerical patterns  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally  Shape  Measure  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  *Sorting*  *Time* | | | |
| Knowledge and Understanding the Word | **Past and Present**  ‘All about Me’ collages- people in my family  Name and describe people who are familiar to them.  Order events from their own lives on a simple timeline.  Understand the past- The life of significant people  Rosa Parks, Florence Nightingale and Samuel Gregg Know some similarities and difference between things in the past and now. | **People, culture and communities** Read maps  Draw a simple map  Where we live in the world.  Hot and cold places (and their animals)  Bible Stories- The Lost sheep, The Lost Coin, The Paralysed Man  Baptisms  Diwali  Christmas | | **The Natural World**  Similarities/  differences in animals and humans.  Identify the features of common animals eg beak feather scale.  Who looks after animals?  Signs of Autumn  Describe what they feel see hear outside  Explore and talk about different forces they can feel. | **Past and Present**  Know some similarities and difference between things in the past and now- toys  Understand the past through settings characters and events in books read in class- Old Bear etc… | **People, culture and communities**  Describe the immediate environment using observations, stories nonfiction and maps.  Exploring the immediate area of school and the village.  Chinese New Year | | **The Natural World**  Talk about the differences between materials and changes they notice. Understanding important processes and changes in the natural world- states of matter | **Past and Present** Understand the past through settings characters and events in books read in class-  What was life like in a castle? | **People, culture and communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Draw information from a simple map.  Look at simple map of the UK.  How do Christians celebrate marriage?  Judaism- Where do Jewish people go to worship? What do they wear? What objects are special to them?How do different people celebrate marriage | | **The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Similarities/differences in animals and humans.  Exploring the school grounds and forest school for minibeasts. |
| Expressive Arts and Design  Creating with materials | Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Explore colour and colour mixing.  Show different emotions in their drawings – happiness, sadness, fear, etc  Printing with vegetables  Observational drawing  Sculptures using playdough  Joining different materials  Exploring textures | | | | 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 | | | | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. | | | |
| Expressive Arts and Design  Being imaginative and expressive | Making imaginative and complex 'small world’ with construction kits and blocks relating to themes animal homes, hot and cold places | | | |  | | | |  | | | |
| RSE  Oral health |  | | | |  | | | | Healthy lifestyles- food exercise and oral health | | | |
| Cultural cap  British values |  | | | |  | | | |  | | | |