Styal Primary school EYFS Curriculum Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **All Creatures Great and Small** | **Arctic Adventures**  | **Travel & Transport**  |
| **Enhancers** | Vet VisitFarm Visit Harvest Festival | Discovery WalksStay and Make - Farm Structures/Buildings Christmas performance | Discovery WalksExploring materials in the environment, school, forest school, local areaStay and make – Inuit Boat Ice investigationPancake making  | Discovery WalksRumpus in the forest Teddy Bears Picnic | Discovery WalksAirport Visit Stay and Make - Transport theme  | Discovery Walks |
| **Suggested****Quality Texts** | Owl BabiesThe Rainbow FishThe GruffaloBarry the Fish With FingersDear Zoo Giraffes can't DanceRonald The RhinoThe 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 PlumWhat the Ladybird heardThe Fish Who Could Wish | Runaway Iceberg Stickman Where the Wild Things Are The Girl Who Loved WelliesThe 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 SnowmanThe Something  | ZogDuck 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 selfBuilding 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 conflictStart to use words to describe their feelings eg happy sad angry worriedSeparate from carer  | Follow class rules without prompting by an adultBuild 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 teamExpress their feelings and consider the feelings of othersIdentify 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 saysWork and play co-operatively and take turns with othersForm positive attachments to other adults in the classroom and start to build transitional relationships.Show sensitivity to their own and others’ needsManage own needs including personal hygiene, dressing, and healthy food choices.ORAL HEALTH  |
| **Communication and Language**Listening,Attention,UnderstandingSpeaking  | Follow a one or two part instructionJoins in at group times and story time and can demonstrate good listening behavioursCan follow simple instructions (with two or more parts) reliablyEngages in story timesJoin in with familiar songs and rhymes  Wait and take turns in conversationExpress a point of viewUse a sentence of 4-6 wordsUse speech as a way of starting to express myself Starting to share ideas with familiar adultsTalk to others (adults and children)Use talk to organise thoughts listen to and talk about stories, rhymes and non-fictionShare 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 thinkAsk questions about what they have heardCan respond to what others sayShares ideas in small groups – show and tellShares ideas with familiar adultsExplain events that have already happened in detailEngage in stories, rhymes and non-fiction sharing my ideas about themStart to use full sentencesStart to use past, present and future tense | Listen carefully and respond with questions, comments and actionsMake comments about what I have heardAsk questions to help understandingEngage in conversation with my friends and teachersTake part in whole class and group discussions- show and tellexplain why things happen/ might happenUse vocabulary from stories, non-fiction, rhyme and poemsExpress ideas and feelingsUse full sentences using past, present and future tensesUse 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 graspDraw a pictureShows good pencil control when mark making and drawingUse cutlery and other one handed equipmentDraw lines and circles using gross and fine motor movementsDevelop scissors skills to cut in straight linesUse tools to effect changes to materials Letter Joins-Pre writing fine motor activities | Established dominant hand, developed pencil gripCan sit at a table to writeHolds a pencil effectively witha tripod grip to form recognisable letters most correctly formedUses scissors to cut in straight lines and start to cut along a curved lineLetter Joins- easy letters | Holds a pencil effectively (tripod) forming all letters correctlyCan 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 feetDevelop movement (using age-appropriate bikes, scooters etc.)Work with others to manage large itemsUse lots of different ways of moving appropriatelyClimb over, under and through obstaclesUse outdoor paint board for big arm movements.Explore movement along the bridge, the small steps and the balance beamWheeled and balance bikes tricycles and scooters Developing spatial awareness within the classroom and the outside area.Mud kitchen, sand and water playTrim Trail – climbing frame, balance beam, hamster wheel, ropes.Dance and movement to musicExploring different balancesIntroduce the Daily Mile | Throw, kick, pass and catch a large ballMove 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 musicGymnastics- floor work and small apparatusSet personal bests for the Daily Mile  | Travel around space and obstacles safelyShow strength, balance and co-ordination in movementMove in different ways- run, jump, skip, climbRaces / team games involvingDance without feeling pressured to joinin. Ball skills aiming, dribbling, pushing, throwing & catching, patting, or kickingObstacle activitiesMove over, under, through and around equipment. Improve on personal bests for the Daily Mile  |
| LiteracyWritingReading-(Word reading and Comprehension) | **Writing** | **Writing** | **Writing** |
| **BASELINE SEPT** | Form some lower case letters correctlyWrite 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 captionssay a simple sentence for writing (oral and count words) |
| Write most lower-case letters correctlywrite some upper-case letters correctlyUse a tripod gripIdentify set 1 2 and 3Write CVC words and labels (set 1 and 2)spell some red wordswrite captionswrite short sentencesstart to use finger spaces between my wordsstart to read sentences back Letterjoins-Easy letters and words | Write most upper- and lower-case letters correctlyHold my pencil in a good tripod gripWrite CVC words with sounds and letters from set 1 and 2 Write red wordsWrite a simple sentenceRead my own sentenceothers can read their sentences |
| Name or whole nameOrally segment single sound CVC words e.g. c-a-tSay the initial sounds in most words I can write some initial soundsI can write my own name |
|  | **Reading** | **Reading** | **Reading** |
| **BASELINE SEPT** | retell the key events in stories Start to recall facts from non-fictionTalks about what has happened in the story so farlisten carefully to stories, rhymes, non-fiction and songsMatch most of the SET 1 letters and soundsSay the SET1 sounds in CVC wordsstart to blend sounds togethersegment and blend CVC wordsread 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 readI can describe the key events in detailI can recall facts from a non- fiction bookI can say what might happen next linked to other similar storiesI can talk about stories, rhymes, non-fiction and songsI can match all phase 2 single letters and soundsI can match all phase 3 single letter and sounds I can start to identify some digraphsI can segment the sounds in CVC words for readingI can blend the sounds in CVC words for readingI can segment and blend simple words matched to my phonics knowledgeI can read captionsI 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 nextuse new vocabulary throughout playmatch the letter and sound for all set 1 and 2 single sounds and digraphsRead CVC words containing set 1 soundsRead CVC words containing known digraphs Read simple sentences and books matched to phonicsRead red words from set 1 and set 2 confidently |
| Talk about stories they have heardJoin in with familiar rhymes and songs (and some patterned stories)Hear and say initial sounds for wordsSay 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 5Have an understanding of number to 10, including the composition of each number. up to 5. Recognise the pattern of the counting systemComparing groups within 5Subitise (recognise quantities without counting) up to 5.*2D and 3D shape* Change within 5Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantityNumber bonds within 5Have 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 10Have 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 10Have 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 quantityMeasureCompare 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 10Have 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 factsSubtractionHave an understanding of number to 10, including the composition of each numberExploring patterns  | Counting on and counting backHave an understanding of number to 10, including the composition of each numberNumbers to 20Verbally count beyond 20, recognising the pattern of the counting system.Numerical patternsExplore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equallyShapeMeasureCompare 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 familyName 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 peopleRosa Parks, Florence Nightingale and Samuel Gregg Know some similarities and difference between things in the past and now. | **People, culture and communities** Read mapsDraw a simple mapWhere we live in the world.Hot and cold places (and their animals)Bible Stories- The Lost sheep, The Lost Coin, The Paralysed ManBaptismsDiwaliChristmas | **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 AutumnDescribe what they feel see hear outsideExplore and talk about different forces they can feel.  | **Past and Present** Know some similarities and difference between things in the past and now- toysUnderstand 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 DesignCreating 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 vegetablesObservational drawingSculptures using playdoughJoining 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 DesignBeing imaginative and expressive | Making imaginative and complex 'small world’ with construction kits and blocks relating to themes animal homes, hot and cold places |  |  |
| RSEOral health |  |  | Healthy lifestyles- food exercise and oral health |
| Cultural capBritish values |  |  |  |