

Styal Primary school EYFS Curriculum Plan Cycle B – 2026/2027

Term	Autumn		Spring		Summer	
Theme	Great Fire of London		Styal Mill		Seasides	
Enhancers	Farm Visit Harvest Festival	Discovery Walks Stay and Make- Tudor houses shields and hideouts Free standing structures. Christmas performance	Discover Walks Exploring materials in the environment, school, forest school, local area Stay and make Forest School	Styal Mill Visit Sewing with cotton from the Mill Lowry Inspired Art Traditional songs from Styal Mill	Blue Planet Aquarium Visit Mini-Beast Exploring at Quarry Bank Mill Lighthouse Collages Forest School	Seaside Snacks Discovery Walks
Suggested Quality Texts	The 3 Little Pigs The Gingerbread Man The Little Red Hen Little Red Hiding Hood Goldilocks and the Three Bears Owl Babies The Rainbow Fish Dear Zoo Age on Together	Vald and The Great Fire of London You wouldn't want to be in the Great Fire of London Giraffes can't Dance Ronald The Rhino The Zoo Vet Our Skin	Three Little Pigs (different versions) Huey and the jumpers Iggy Peck Architect Ada's Violin The Building Boy The paper Bag princess Pink is for Boys!	The tale of a toothbrush The Gruffalo The girl who loved wellies Let's build a house Make the book Wild Out of the box Mama, Mummy and Me	Tiddler Barry the Fish with Fingers Commotion in the Ocean The Storm Whale What the Ladybird Heard at the Seaside Billy's Bucket AmaZing	Rapunzel The Snail and the Whale Sharing a Shell At the Beach The Storm Whale The Lighthouse keepers Lunch Somebody swallowed Stanley
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 Eco – school Project. Exploring how we can stop Litter in our local area		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.		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.	

		Build positive attachments to familiar adults and friendships with peers Anti-bullying – Explore what it means to be a kind friend, what a trusted adult is and how to deal with problems when they arise.	ORAL HEALTH RSE – How we are different, different types of families, what to do when we feel safe, uncomfortable or scared.
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	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	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

	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		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	Move over, under, through and around equipment. Improve on personal bests for the Daily Mile
Literacy Writing Reading- (Word reading and Comprehension)	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) write CVC words and labels e.g. c-a-t	Write most lower-case letters correctly write some upper-case letters correctly Use a tripod grip Identify set 1 and start to identify set 2 Write CVC words and labels (set 1 and some 2) spell some red words write captions Begin to write short sentences Start to use finger spaces between my words Start to read sentences back Letterjoins- Easy letters	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 my sentences
	Name or whole name Orally segment single sound CVC words e.g. c-a-t Say the initial sounds in most words Write some initial sounds Write my own name	write simple labels start to write simple captions say a simple sentence for writing (oral and count words)		
	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	Retell key events from stories I have read Describe the key events in detail Recall facts from a non-fiction book Say what might happen next linked to other similar stories Talk about stories, rhymes, non-fiction and songs	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
	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.	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	Match all phase 2 single letters and sounds Match all phase 3 single letter and sounds Start to identify some digraphs Segment the sounds in CVC words for reading Blend the sounds in CVC words for reading Segment and blend simple words matched to my phonics knowledge Read captions Read phonics matched tricky words	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

	adult says cat and child says c-a-t) Orally blend words (e.g. adult says m-a-n and child says man)		Start to read captions e.g. the cat, dog, fish,						
Maths <i>In italics- not statutory but part of Development Matters</i>	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. <i>2D and 3D shape</i> 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 <i>Space</i>			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. <i>Sorting</i> <i>Time</i>		
Knowledge and Understanding the Word	Past and Present Use new vocabulary to describe what the see Begin to make sense of what their history	People, culture and communities Read maps Draw a simple map Where we live in the world. Hot and cold places	The Natural World Similarities/ differences in animals and humans. Identify the features of common animals eg	Past and Present ... Use new vocabulary to describe Styal Mill and the people who	People, culture and communities Describe the immediate environment using observations, stories nonfiction and maps.	The Natural World Talk about the differences between materials and changes they notice. Understanding important processes and changes in the	Past and Present Use new vocabulary to describe the seaside past and present	People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories,	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. (provide a range of shells, pebbles -

	Begin to make sense of key events from the past: The Great Fire of London	(and their animals) Know similarities and difference between different religious and cultural communities in this country. Drawing on their experiences and what has been read in class. Know similarities and differences about how people celebrate Christmas.	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.	have lived their in the past Comment on images from Styal Mill in the past Use all 5 senses to explore Styal Mill and the surrounding area	Exploring the immediate area of school and the village. Look at why Christians go to Church. Including Church Visit Explore how different communities celebrate Easter	natural world- states of matter	Comment on images from the Seaside in the past Use all 5 senses to explore the Seaside now and in the past	non-fiction texts and maps. Draw information from a simple map. Look at simple map of the UK. Explore what it means to belong and the groups which we belong to. Understand the similarities and differences between how different communities and religions welcome babies into the world.	Children to explore the natural materials and talk about what they notice.) Provide a tray of dry sand and some jugs of water. Invite children to explore how the sand changes as water is added. investigate how much water to use to create the best mixture of sand to use to build sandcastles) (children to explore floating and sinking. Provide a range of containers children to make small boats. Can they make large and small boats to float in the water tray?) (Provide some ice lollies and ice creams for children to explore in a large activity tray. Invite them to talk about what they notice as the ice creams and lollies get warm and begin to melt.) 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	Create closed shapes with continuous lines and begin to use these shapes to represent objects.			Explore, use and refine a variety of artistic effects to express their ideas and feelings.			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.		

materials	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	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	
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