

EYFS 2022-2023

Frittenden CE Primary School



Theme	Settling and Stories	Festivals	Around the World	Jobs and Journeys	Plants and Animals	Past and Future
	Autumn Term		Spring Term		Summer Term	
Key Texts	Starting School -Janet Ahlberg The Rainbow Fish Books identified from parent questionnaires – Julia Donaldson (gruffalo focus) Dinosaur roar Oliver’s Fruit Salad Colour monsters Leaf man	The Giant Turnip (Power of reading unit) SnowWhite and the Angry Dwarf The Grumpy Badger The Christmas Story	Share a variety of traditional stories from other cultures. India - Pattan’s Pumpkin France- Visiting Paris China – The story of Chinese new year	Books on recycling/litter ‘Someone swallowed Stanley’ The Jolly Postman Book Week - What We’ll Build (whole school power of reading)	Hungry Caterpillar Yucky Worm (Power of Reading)	Titch (power of reading)
Non-Fiction	Harvest PPT Diwali Food For festival (big book)	Instructions for Harvest/Pumpkin soup Chocolate biscuit recipes	Chinese New Year India	Going to the Dentist	Seed to Plant Bugs Hatching chicks	Dinosaurs Castles Magic Grandad - toys Year 1/Preschool information book
Poetry/Rhymes	Common nursery rhymes some with actions Oi Dog series -rhyming pairs Poetry Day - Whole School Event (learn as poem/nursery rhyme to recite)		Counting rhymes		Mad About Mini Beasts	The End of the Year Poem for Parents
Visitors, experiences and visits						
Experiences linked to topic	Parents invited in if feel the Children are settled	Pantomime Christmas craft morning and performance	Valentines Day crafts Mothers Day Service Shrove Tuesday – pancake race	Dentist visit fire-fighter visit Visit the mobile library	Hatching eggs Caterpillars to butterflies Planting seeds	Forest School Parents toy day Father’s Day/Hero Day and bake
Communication and Language						
Curriculum guidance	Autumn Term		Spring Term		Summer Term	

<p>Development Matters – Children in reception</p> <p>Statutory ELGs Listening, Attention and understanding Speaking</p>	<p>Experiences: paper bag from home – start focus children</p> <p>Poetry recital – Class recital and individual in line with rest of school</p> <p>Harvest festival</p>	<p>Experiences:</p> <p>Talk/Reading Partners in class</p> <p>Friendship/Social groups added to provision map</p> <p>Christmas Performance</p>	<p>Experiences:</p> <p>Reading /Discussion Partners with Year 3/4 NELI</p>	<p>Experiences:</p> <p>Discussion Groups Story Cubes Dental Outreach People</p>	<p>Experiences:</p> <p>Chick introduction talk with adult and year 3/4</p>	<p>Experiences:</p> <p>Move up days</p> <p>Bodium Castle trip</p>
	<p>Baseline Check: can the child: use sentences of 4-6 words? use sentences joined with 'or' 'and' ? use future and past tense? Answer simple why questions Understand how to listen carefully and why listening is important Ask questions to find out more and understand what has been said to them Learn new vocabulary Develop social phrases Engage in story time Listening carefully to rhymes and songs</p>	<p>Use new vocabulary throughout the day Ask questions to find out more and understand what has been said to them Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs</p>	<p>Retell stories when they have developed a deep familiarity with the text; some as exact repetition and some in their own words Articulate their ideas and thoughts in well formed sentences Connect one idea to another using a range of connectives Engage in non-fiction texts and listen to talks about non-fiction to develop an deep familiarity with new knowledge of vocabulary</p>		<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with 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. <p>Speaking ELG Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Participate in small group, class and one-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, with modelling and support from their teacher. 	
<p>Personal, Social and Emotional Development</p>						

Curriculum guidance Development Matters – age 3-4/Children in reception	Autumn Term		Spring Term		Summer Term	
	Statutory ELGs Personal, social and Emotional Development	Experiences: Routines and settling Introduce timer Colour monster Reflection area Familiarise with toilets – hand washing demonstration Morning activities to develop turn taking Photo hunt to familiarise with school and staff Gradual introduction to lunchtime in the hall/collective worship	Experiences: Introduce Zones of Regulation Christmas house decorations Social skills groups	Experiences: Reading Buddies Introduce cheeky challenge	Experiences: Shared learning experiences – show our learning	Experiences: Mixed challenge time with preschool
Baseline checks - -play alongside others -take part in pretend play with familiar roles -negotiate solutions to conflict in play See themselves as valuable individuals Build constructive and respectful relationships Manage their own needs including personal hygiene		Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge	Identify and moderate their own feelings socially and emotionally Think about the perspective of others Know and talk about factors that support their overall health and well-being Show resilience and perseverance in the face of challenge	Self-Regulation ELG Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;		
Physical	Autumn Term		Spring Term		Summer Term	
Curriculum guidance	Autumn Term		Spring Term		Summer Term	

<p>Development Matters – age 3-4/Children in reception</p> <p>Statutory ELGs</p> <p>Physical Development</p>	<p>Experiences: Dough disco KM – arrange sports workshop</p> <p>Maddie’s Memory walk</p> <p>Introduce PE session (focus dressing and undressing)</p>	<p>Experiences: Range of Clever fingers activities</p> <p>PE – KM to plan and lead</p>	<p>Experiences: Skate boarding workshop Quidditch</p>	<p>Experiences: Memory Walk Cricket Workshop</p>	<p>Experiences: Memory Walk</p>	<p>Experiences: Sports Day</p>
	<p>Develop small motor skills and use a range of tools safely and competently Further develop the skills they need to manage the school day</p>	<p>Progress towards a more fluent style of moving with developing style and grace Use the core muscle strength to achieve good posture when sitting at the table or on the floor Confidently and safely use a range of apparatus indoor and outdoors Develop overall body strength, agility, balance and coordination Revise and refine the fundamental movement skills they have already acquired rolling crawling walking jumping running hopping skipping climbing</p>	<p>develop overall body strength, agility, balance and coordination needed to engage successfully in future PE disciplines Combine movements with ease and fluency 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 involving a ball Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 		

Curriculum guidance Development Matters – Children in reception Statutory Literacy	Autumn Term		Spring Term		Summer Term	
	Experiences:	Experiences:	Experiences:	Experiences:	Experiences:	Experiences:
	<p>Whole Class Phonics – phase 1 warm up</p> <p>Introduce reading books in line with Monster Phonics scheme</p> <p>Individual readers</p> <p>Helicopter stories begin</p>	<p>Phonics Support Groups</p> <p>Reading Buddies with year ¾ start</p> <p>Poetry recital</p>	<p>Reading Buddies with year 3/4 start</p> <p>Start guided reading in line with scheme</p>	<p>Library Visits start</p> <p>World Book Day</p>	<p>Oral class story telling using Dice/prompts</p>	<p>Move up story sessions</p>
	<p>Read individual letters by saying sounds for them (inline with Monster Phonics)</p> <p>Blend sounds into words so that they can read short words made up of known sound correspondences</p> <p>Read phase 2 common exception words</p> <p>Read captions and simple phrases made of of words with known letter correspondences and a few exception words</p> <p>Re read books to build up confidence with word reading, fluency and their understanding and enjoyment</p> <p>Begin to for upper and lower case letters correctly</p> <p>Spell words correctly by identifying the sounds and then writing the sounds with letters</p>		<p>Read individual letters and some letter groups and say sounds for them</p> <p>Blend sounds into words so that they can read short words made up of known sound correspondences</p> <p>Read phase 2 and 3 common exception words</p> <p>Read captions and simple phrases made of of words with known letter correspondences and a few exception words</p> <p>Form upper and lower case letters correctly</p> <p>Write short sentences with known letter correspondences beginning to demarcate them with capital letters and full stops</p> <p>Re read what they have written to make sure it make sense</p>		<p>Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	

Phonics						
Following Monster phonics Scheme	Autumn Term		Spring Term		Summer Term	
	Term 1		Term 2		Term 3	
	s a t p		oo (u)		CCVC CVCC	
	i n		ow		CVC + Phase 3 Graphemes	
	m d g		ee		CVC+ Blending Segmenting	
	o c k ck		ur		CVC+ Blending Segmenting	
	e u r		ai		CVC+ Compound Words Blending Segmenting	
	h b		or		CVC + Compound Words Blending Segmenting	
	f ff l ll ss		oa		CVC+ Phase 3 Graphemes Blending Segmenting	
	j v w x		er			
	y z zz qu		igh			
	ch sh th (v) th ng		air			
	long oo		oi			
	ar		ear ure			

Mathematics						
	Autumn Term		Spring Term		Summer Term	
Following White Rose Maths	Experiences: Introduce payment in the café	Experiences: Maths through PE	Experiences: Number Day NSPCC Mega Brains begin Cafe using coins	Experiences:	Experiences: Maths Buddies	Experiences: Maths Buddies
Curriculum guidance Development Matters – Children in reception Statutory Mathematics	Matching and sorting Comparing amounts Compare size, mass and capacity Exploring patterns	Representing numbers to 5 COMparing numbers to 5 One more and less Shape: circles triangles squares and rectangles Positional language	Introducing zero Comparing numbers to 5 Composition % Representing 6/7/8 Making pairs Combining 2 groups Comparing mass Comparing capacity, length and height Time- what can I do in a minute? Days of the week	Representing 9/10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern	Representing numbers beyond 10 Composition of numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Doubling Sharing and grouping Even and odd Spatial reasoning Matching, rotate and manipulate	<p>Number Have a deep 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.</p> <p>Numerical Patterns ELG Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>













Understanding of the World						
	Autumn Term		Spring Term		Summer Term	
<p>Curriculum guidance Development Matters – Children in reception</p> <p>Statutory Understanding the World</p>	<p>Experiences: Autumn walk – seasons introduction</p> <p>Exploring the outside area and nature area</p> <p>Creating islands/treasure maps linked to focus book.</p> <p>Start class timeline – place the class baby photographs on the timeline Following maps for Maddie’s memory walk</p> <p>Festivals-making Diwali lamps</p>	<p>Experiences: Visiting the post box – looking at google maps and looking at features</p> <p>Experimenting with light/dark</p> <p>Exploring the cold weather – changing in seasons</p> <p>Discussion about World Wars linked to Remembrance day</p> <p>Maps/globes in provision linked to Father Christmas’ journey</p> <p>Winter planting linked to The enormous turnip</p> <p>Melting ice experiment</p>	<p>Experiences: Food tasting from around the world</p> <p>Finding countries on the globe on world maps</p> <p>Invite any parents in that have grown up in different countries</p> <p>Globes and atlases in provision</p> <p>Spring planting in outdoor area</p> <p>Making boats linked to Pattan’s Pumpkin</p>	<p>Experiences: Memory walk</p> <p>Provision set out to support occupation topic</p> <p>Occupations in the past – how have things changed</p> <p>Tooth decay experiment</p> <p>Mouldy bread experiment</p>	<p>Experiences: Memory walk – change in season</p> <p>Eggs and incubator</p> <p>Caterpillars</p> <p>Wormery linked to power of reading</p>	<p>Experiences: Forest School Memory walk – linked to change in seasons</p> <p>Harvesting/cooking with the vegetable patch produce looking after the plants grown</p> <p>Awards – looking at old photographs from the year. How have we changed?</p>
	<p>Talk about members of their family and immediate community Name and describe people who are familiar to them Comment on images of familiar situations in the past Understand that some places are special to members of their community Explore the natural world around them Describe what they see, hear and feel while outside Understand the effect of changing seasons on the natural world</p>		<p>Comment on images of familiar situations in the past Compare and contrast characters in stories including figures from the past Draw information from a simple map Recognise that people have different beliefs and celebrate in different ways Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Describe what they see, hear and feel while outside Understand the effect of changing seasons on the natural world Recognise that some environments are different to the one in which they live</p>		<p>Understanding the World Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - 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;</p> <p>People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	

			<p>- 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.</p> <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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;- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Religious Education

Autumn Term		Spring Term		Summer Term	
<p>Creation Why is the word 'God' so important to Christians?</p>	<p>Incarnation Why do Christians perform Nativity plays at Christmas?</p>	<p>Which stories are special and why? (New Testament)</p>	<p>Salvation Why do Christians put a cross in an Easter garden?</p>	<p>Which stories are special and why? (Old Testament)</p>	<p>Which stories are special and why? (World Faiths)</p>
<p>Experiences: Welcome to the Church Visit Harvest Festival Attend Open the Book Christmas Nativity Service</p>		<p>Experiences: Mothers' Day Service Easter Service</p>		<p>Experiences: Leavers assembly</p>	

Expressive Arts and Design

Autumn Term		Spring Term		Summer Term	
<p>Experiences:</p> <p>Self Portraits</p> <p>Harvest song</p> <p>Colour mixing – colour monsters</p> <p>Year 6 – guitar performance</p>	<p>Experiences:</p> <p>Remembrance poppies</p> <p>Christmas Performance</p> <p>Making props for their play taught session</p> <p>Children In Need – Danceathon</p> <p>Christmas hoop design – collage</p>	<p>Experiences:</p> <p>Valentine’s Cards</p> <p>Larger Musical instruments in the provision</p> <p>Invite any parents in to play instruments</p> <p>Music of the week – range of different cultures and countries</p>	<p>Experiences:</p> <p>Mother’s Day cards based on an artist</p>	<p>Experiences:</p> <p>Drawing on a Summer walk</p> <p>Making musical instruments</p> <p>Using tools – hammer etc</p>	<p>Experiences:</p> <p>Forest school - outdoor art</p> <p>Using wood work tools</p>
 <p>Vincent Van Gough</p> 	 <p>Georgia O'Keefe</p>  <p>Henri Matisse – stain glass</p>	 <p>S.H. Raza</p>  <p>Claude Monet</p>	 <p>Kandinsky tree</p>  <p>Range of botanical artists</p>	 <p>Wassily Kandinsky</p>  <p>Etel Adnan</p>	 <p>Andy Warhol</p>  <p>Andy Goldsworthy</p>
<p>Explore, use and refine a variety of artistic effects to express ideas and feeling</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own increasingly matching pitch and following melody</p>		<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Watch and talk about dance performance art, expressing their feelings and responses</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>		<p>Expressive Arts and Design Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; 	

			- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
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