

# St Peter's C of E Primary



## EYFS Curriculum

	Season 1		Season 2		Season 3	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>School Values</b>	<b>Courage</b>	<b>Respect</b>	<b>Compassion</b>	<b>Respect</b>	<b>Compassion</b>	<b>Courage</b>
British Values	Democracy	Tolerance of different cultures and religions	Individual Liberty	Rule of Law	Tolerance of different cultures and religions	Mutual Respect
Whole school SCARF themes	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Termly Themes	<b>Me &amp; My World</b>	<b>Light and Dark</b>	<b>Around the World</b>	<b>Out of this World</b>	<b>Growth</b>	<b>At Sea</b>
Enquiry questions that the children want to find answers to.	<b><i>Who Am I?</i></b>	<b><i>How does light and dark affect our lives?</i></b>	<b><i>How is life different in other places?</i></b>	<b><i>What exists outside the here and now?</i></b>	<b><i>Why do things need to grow?</i></b>	<b><i>Why are our oceans so special?</i></b>
Authentic Outcomes (Amazing experiences/moments to ensure children 'know more and remember more')	<i>Marvellous Me bags Buddy Play</i>	<i>Nativity Show Bulb planting Nursery Rhyme Challenge Buddy read real life books</i>	<i>African drumming and story telling Buddy read – reading books</i>	<i>Fossil Lady to visit Buddy build</i>	<i>Grandparent tea party Buddy read Forest school</i>	<i>Create display for Ocean day party to share with family Trip to the seaside – Hastings by train Buddy read</i>
Showcase sessions (Parent invited)	Phonics focus – stay and play	Nursery rhyme challenge Parent open sessions	Maths focus – Stay and play	Parent open sessions	Outside area – stay and play	Sports Day picnic Oceans tea party Class assembly Open afternoon

		Nativity performance Open afternoon		Parent and child rocket building session Challenge 'Can you make your rocket move?' Open afternoon		Big Band Performance
Special Visits, experiences or trips to <b>enrich</b> learning	Baby photos of teachers Parent and Baby visit	Diwali Visitor Vicar to visit to talk about Christmas World Maths Day	Mystery reader Safer Internet Day	World Book Day Going on a pretend plane day.	<i>Grandparent tea party</i> Theatre trip	<i>Trip to the seaside – Hastings by train</i> Arts Week World Music Day
Celebrations and seasons	Eid Black History Month Harvest <u>Autumn</u>	Odd socks/Anti bullying Bonfire Night Fire safety Christmas Diwali <u>Autumn/Winter</u>	Chinese New Year <u>Winter</u>	Easter <u>Spring</u>	Summer Fair Community outreach  <u>Summer</u>	Safety in the Sun/Water <u>Summer</u>
End of day readers - Voted for books voted for during snack time	<u>Traditional tales</u> Little Red Hen Billy Goat's Gruff Goldilocks The Queens Knickers Paddington Around the World Look inside a Castle Princess and the pea (African version)	<u>Author Study</u> <u>Allan Ahlberg</u> Peepo The Jolly Postman The Jolly Christmas Postman	<u>Range</u> Dear Zoo Farmer Duck by Martin Waddell Goodnight Moon by Margaret Wise Brown	<u>Range</u> Peace at last The skies above my eyes A Family Is A Family Is A Family' by Sara O'Leary. My Brother Is An Astronaut by Michelle Rundle	<u>Author study</u> <u>Eric Carle</u> Polar bear polar bear what do you hear The hungry caterpillar The very busy spider The tiny seed From Head to Toe	<u>Range</u> Six Dinner Sid by Inga Moore The Gruffalo by Julia Donaldson
<b>SCARF in EYFS</b> Spiritual, moral, social and cultural	<b>Me and My Relationships</b>	<b>Valuing Difference</b> A Family Is A Family Is A Family' by Sara O'Leary.	<b>Keeping Safe</b> Talk about how to keep their bodies healthy and safe;	<b>Rights and Respect</b> Understand that they can make a difference;	<b>Being My Best</b> Feel resilient and confident in their learning;	<b>Growing and Changing</b>

	Talk about similarities and differences; Name special people in their lives; Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.	Be sensitive towards others and celebrate what makes each person unique; Recognise that we can have things in common with others; Use speaking and listening skills to learn about the lives of their peers; Know the importance of showing care and kindness towards others; Demonstrate skills in building friendships and cooperation.	Name ways to stay safe around medicines; Know how to stay safe in their home, classroom and outside; Know age-appropriate ways to stay safe online; Name adults in their lives and those in their community who keep them safe.	Identify how they can care for their home, school and special people; Talk about how they can make an impact on the natural world; Talk about similarities and differences between themselves; Demonstrate building relationships with friends.	Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Understand that they can make healthy choices; Name and recognise how healthy choices can keep us well.	Understand that there are changes in nature and humans; Name the different stages in childhood and growing up; Understand that babies are made by a man and a woman; Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe.
<b>English</b> In put Books comprehension	You Choose The way I feel Elmer The Bucket Full of Kindness Super duper you	<b>Little Glow</b> Funny Bones Owl Babies Fox in the Night Stra in the Jar	Katie in London Madeline Luna New Year Penguin Small We're going on a Lion Hunt The Snail and the Whale <b>Handa's Surprise</b>	Whatever Next The Marvellous Moon Map How to Catch a Star Aliens Love Underpants Dragons Love Tacos	Jasper's Beanstalk Jack and the Beanstalk The Boy Who Switched off the Sun Super Tattoo <b>My Two Grandads</b>	Hooray for Fish The Fish Who Could Wish Mister Seahorse Lighthouse Keepers Lunch Pirate Stew Pirate Girl
<b>English</b> Word Reading Little Wandle	<b>Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>Phase 2 grapheme</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his)	<b>Phase 3 grapheme</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<b>Phase 3 grapheme</b> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words	<b>Phase 4 grapheme</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and	<b>Phase 4 grapheme</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words

		and with –s /z/ added at the end (bags sings)		ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	compound words • words ending in suf-xes: –ing, –ed /t/, –ed /t/, –ed /id/ /ed/, –est	ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words
<p><b>English</b> Writing Based on development matters. Our writing is supported by ‘Drawing Club’ this will follow our planned book list as well as follow Children’s interest.</p>	<p>Children mark make in a variety of mediums. Children will begin to learn to recognise their names. Children will begin to learn to form lower case letter shapes.</p>	<p>Children mark make in a variety of mediums. Children will copy and trace over their names. Children will form lower case letter shapes. Children will begin to write initial sounds and CVC words.</p>	<p>Children will write CVC words. Children will begin to write dictated phrases and sentences.</p>	<p>Children will begin to write short sentences some dictated some of their own creation.</p>	<p>Children will write sentences. Children will begin to recognise and use capital letters and full stops. Children will begin to re-read their sentences to make sure they make sense.</p>	<p>Children will write a sentences that they can read back to themselves and others. Children will use capital letters and full stops. Children will edit their work for sense.</p>
<p><b>Maths</b> Number Patterns White Rose Maths</p>	<p>Getting to know you Match, sort and compare Talk about measures and patterns</p>	<p>It’s me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6,7,8 Length</p>	<p>Height and time Building 9 and 10 Exploring 3-D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose</p>	<p>Sharing and grouping Visualise, build and map</p>

<p><b>Maths</b> Number Patterns NCETM Mastering Number</p>	<p><b>Weeks 1-5</b></p> <p>Subitising (within 3)</p> <p>Composition (3&amp;4)</p> <p>Comparison (sets by looking, more than, fewer than)</p> <p>Counting, ordinality and cardinality (counting skills)</p>	<p><b>Weeks 6-10</b></p> <p>Comparison (sets by matching, more, fewer, equal)</p> <p>Composition (3, 4 &amp; 5 - whole &amp; part)</p> <p>Counting, ordinality and cardinality (counting skills – 5)</p>	<p><b>Weeks 11-15</b></p> <p>Subitising (within 5- die patterns)</p> <p>Composition (5, 6, 7 &amp; a bit. Unequal sets)</p> <p>Counting, ordinality and cardinality (each number is one more than the previous number)</p>	<p><b>Weeks 16-20</b></p> <p>Comparison (ordering of numbers to 8)</p> <p>Composition (7)</p> <p>Counting, ordinality and cardinality (staircase pattern &amp; ordering numbers)</p>	<p><b>Weeks 21-25</b></p> <p>Subitising (to 6)</p> <p>Composition (5 &amp; a bit &amp; composition of 10)</p> <p>Comparison</p> <p>Counting, ordinality and cardinality (counting larger sets &amp; things that cannot be seen)</p>	<p><b>Review and assess</b></p>
<p><b>Understanding the World</b> Past and Present Based on Development Matters Supported by ideas from Kapow</p>	<p><b>Adventures through time (Hist Kapow)</b> <b>Children will compare and contrast characters from stories including figures from the past.</b> In Marvellous Me bag create a MM Bag for the Royal Family. Activity 3 from Kapow. Leave out resources to make crowns</p>			<p><b>Adventures through time (Hist Kapow)</b> <b>Children will compare and contrast characters from stories including figures from the past.</b> Use activity 5 about transport through time.</p>	<p><b>Adventures through time (Hist Kapow)</b> Activity 1: exploring the wider family and creating family trees 'My Two Grandads' 'A Family is a Family'  <b>Peek into the Past (Hist Kapow):</b> Activity 2</p>	

	Think about times when the children have achieved something. Read 'Courageous People who have changed the world'. By Heidi Poleman. Highlight Mary Seacole.					
<b>Understanding the World</b> People, cultures and communities Based on Development Matters Supported by ideas from Kapow			<b>Outdoor adventures (Geog Kapow)</b>			<b>Exploring Maps (Geog Kapow)</b>
<b>RE</b>	Creation	Incarnation <b>Peek into the Past (Hist Kapow): Activity 1</b>	New Testament	Salvation	World Faiths	World Faiths
<b>Understanding the World</b> The natural world Based on Development Matters Supported by ideas from Kapow		<b>Awesome Autumn (barefoot computing)</b>	<b>Winter Warmers/ Springtime (barefoot computing)</b>	The different Planets Our Sun Our planet from Space  <b>Super Space (barefoot computing)</b>	<b>Forest school:</b> Key text Super worm Investigating insects, colours and shapes in nature Mini beast hunt  <b>Summer Fun</b>	Our oceans Plastic in our seas Maps and oceans <b>Forest school:</b> Key text Room on a Broom 'campfire' role play potion making with natural materials

					(barefoot computing)	Boats Ahoy (barefoot computing)
<b>Expressive Arts and Design</b> Creating with materials Based on Development Matters Supported by ideas from Kapow	Suggested Kapow units to support the topic <b>Me &amp; My World</b> <b>Drawing: Marvellous Marks</b>	Suggested Kapow units to support the topic <b>Light and Dark</b> <b>Craft and Design: Let's get crafty!</b>	Suggested Kapow units to support the topic <b>Around the World</b> <b>Painting and mixed media: Paint my world</b>	Suggested Kapow units to support the topic <b>Out of this World</b> <b>Structures: Junk Modelling</b>	Suggested Kapow units to support the topic <b>Growth</b> <b>Food:Soup</b>	Suggested Kapow units to support the topic <b>At Sea</b> <b>Structures: Boats</b>
<b>Expressive Arts and Design</b> Being Imaginative and Expressive Based on Development Matters Supported by ideas from Kapow  Celebration music unit is used throughout the year.	<i>Role play Opportunity: Home corner</i> Nursery rhymes Exploring Sound (Kapow Unit)	<i>Role play Opportunity: The Elves workshop</i> Nursery Rhyme challenge Nativity Production and songs	<i>Role play Opportunity: Home corner</i> Music and Movement (Kapow)	<i>Role play Opportunity: space ship &amp; Loose parts building rockets with parents</i>  Musical Stories (Kapow)	<i>Role play Opportunity: fruit and vegetable shop &amp; outside allotment</i>	<i>Role play Opportunity: Home corner</i> Big band (Kapow)
<b>Communication and Language</b> Listening, attention and Understanding speaking	Oracy – words of the week, story telling, language in the inside and outside environment	Oracy – words of the week, story telling, language in the inside and outside environment	Oracy – words of the week, story telling, language in the inside and outside environment	Oracy – words of the week, story telling, language in the inside and outside environment	Oracy – words of the week, story telling, language in the inside and outside environment	Oracy – words of the week, story telling, language in the inside and outside environment
<b>Physical development</b>	Fundamentals (BEAM)	Dance	Ball skills?	Balance-ability		

Gross and fine motor skills		Big apparatus – Fundamentals (BEAM)				
<b>Personal , social and emotional development</b> Self regulation Managing self Building relationships	Opportunities created in Child initiated time to develop turn taking, problem solving and sharing. Opportunities to develop make make friends and understand friendship  <i>Busy Bodies</i> Naming parts of the body Parts onto the whole (Barefoot computing)	Opportunities created in Child initiated time to develop turn taking, problem solving and sharing. Opportunities to speak and perform in front of others	Opportunities created in Child initiated time to develop turn taking, problem solving and sharing.	Opportunities created in Child initiated time to develop turn taking, problem solving and sharing.	Opportunities created in Child initiated time to develop turn taking, problem solving and sharing.	Opportunities created in Child initiated time to develop turn taking, problem solving and sharing.

Computing (Barefoot Computing)	Busy Bodies	Awesome Autumn	Winter Warmers/ Springtime	Super Space	Summer Fun	Boats Ahoy
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