

## New Swannington Primary School EYFS Curriculum

**Be Kind: Community and society**

**Be Safe: Physical and emotional health wellbeing**

**Be respectful: Diversity and inclusion**

**Be aspirational: Look to the future me**

Aims: The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Four guiding principles shape practice in our early year’s settings. These are:



- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates.

EYFS Topics are planned for each year, however these topics may be replaced or run alongside topics which reflect the children’s experiences, interests and individual needs. Children in EYFS might learn about...




	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Who is who and what do they do?</b>  <b>People who help us</b>	<b>What is happening outside?</b> <b>Our school grounds in Autumn</b>  <b>Who is awake at night?</b> <b>Day &amp; Night</b>	<b>What is happening outside?</b> <b>Our school grounds in Winter /</b> <b>RSPB Big Schools’ Bird Watch</b>  <b>What was life like for my family when they were young?</b>	<b>Where do animals live and why?</b> <b>We’re going on safari</b>	<b>What is happening outside?</b> <b>Our school grounds in Spring</b>  <b>Who is the king of the castle and why did they build them?</b> <b>(Fairy Tales / Castles)</b>	<b>What is happening outside?</b> <b>Our school grounds in Summer</b>  <b>Where do minibeasts live?</b> <b>We’re going on minibeast hunt!</b>
<b>Core texts &amp; Rhymes</b>	<b>Goldilocks and the Three Bears</b>  <b>A Super hero like you</b>	<b>The Little Red Hen</b>  <b>Remember, remember the 5<sup>th</sup> of November</b>  <b>Owl Babies</b>  <b>Peace at last</b>  <b>Twinkle, twinkle, little star</b>  <b>Wee Willy Winky</b>	<b>Robin’s Winter Song</b>  <b>On Sudden Hill</b>	<b>How the elephant got his trunk?</b>  <b>Tinga tinga tales</b>  <b>Handa’s Surprise</b>	<b>Traditional Tales:</b>  <b>Sleeping Beauty</b>  <b>The Princess and the Pea</b>  <b>The Paperbag Princess</b>  <b>Non-fiction texts about castles</b>	<b>The Ugly Duckling (Spring)</b>  <b>We’re going on a bear hunt</b>  <b>The Very Hungry Caterpillar</b>  <b>Non-fiction books about minibeasts</b>

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Communication & Language	<b>Listening Skills</b>  	To understand how to listen carefully  To understand why listening is important  To be able to follow simple instructions/directions  To engage ins story time in a small group  To know how to be a good listener	To engage in class story times  To engage in story times, joining in with repeated phrases and actions  To begin to understand how and why questions  To respond to instructions with more than one step  To know some repeated phrases in some familiar stories	To ask questions to find out more and to check they understand what has been said to them  To begin to understand humour  To understand a range of sentence structures	To retell a story  To follow a story without pictures or props  To join in with poems and rhymes  To engage in non-fiction books	To understand questions such as who, what, where, when, why and how  To engage in non-fiction books  Listen to a variety of traditional tales to build up familiarity	To have conversations with adults and peers with back and forth exchanges  To know that some instructions need to be done in order  To join in with poems and rhymes	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
	<b>Speaking Skills</b>  	To talk in front of a small group  To talk to class teacher and LSAs  To learn new vocabulary  To develop social phrases such as Good morning, how are you?	To answer questions in front of whole class.  To use new vocabulary throughout the day  To describe familiar events in detail  Begin to articulate ideas in sentences	To ask questions to find out more and to check they understand what has been said to them  To develop the confidence to talk to other adults they see on a daily basis  To know some simple poems and rhymes off by heart	To share their work to the class- standing up at the front articulating their ideas using well-formed sentences  To use new vocabulary in different contexts  To talk in sentences connecting one idea to another using conjunctions e.g. and, because	To link statements and stick to a main theme  To use talk to organise, sequence and clarify thinking, ideas, feelings and events  Talk about stories to demonstrate familiarity and understanding	To talk to different adults around the school  To talk about why things happen  To talk in sentences using a range of tenses  To know how to engage in conversation, listening and taking turns	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.


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		SCARF: Me and my relationships The Colour Monster	SCARF: Keeping myself safe Owl Babies	SCARF: Rights and responsibilities The Smartest Giant in town	SCARF: Valuing Difference Rainbow Fish	SCARF: Being my best Rosie Revere, Engineer	SCARF: Growing and Changing There's a house inside my mummy	
Personal, Social & Emotional Development	<b>Self-Regulation Skills</b>  	To talk about similarities and differences  Talk about themselves positively /see themselves as a valuable individual  To understand how people show emotions  To describe different feelings/emotions  To focus during short whole class activities  To follow one step instructions	To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations  To follow two step instructions  To know how to keep their bodies healthy and safe  To know how to keep themselves safe in school, at home (around medicines), when crossing roads and on line	To focus during longer whole class lessons  To know that they can make a difference	To identify and moderate their own feelings socially and emotionally  To consider the feelings, needs and perspectives of others  To recognise that we can have things in common with others  To be sensitive towards others and celebrate what makes each person unique	To maintain focus during extended whole class teaching  To follow instructions of three steps or more  To approach challenges with confidence and resilience  To name and discuss different types of feelings and emotions	To control their emotions using a range of techniques  To set a target and reflect on progress throughout  To understand that they can make healthy choices	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	<b>Managing Self Skills</b>  	To wash hands independently  To put coat and socks on independently  To explore different areas within the EYFS environment  To use the toilet independently  To manage own basic needs independently  To know why it is important to clean our teeth	To develop class rules and understand the need to have rules  To get changed for P.E with support  To have confidence to try new activities  To know how to stay safe around medicine  To know how to stay safe in their home, classroom and outside.  To know age-appropriate ways to stay safe online	To begin to show resilience and perseverance in the face of challenge  To practise doing up a zipper  To practise doing buttons  To practise doing up buckles	To put P.E kit on independently  To develop independence when dressing and undressing for activities such as dressing up, art and crafts, P.E and Forest Schools	To show resilience and perseverance in the face of challenge  To show a 'can do' attitude  To put uniform on and do up zippers, buttons and buckles with minimal support	To identify and name healthy foods  To understand the importance of healthy food choices  To manage own basic needs independently  To name and recognise how healthy choices can keep us well  To know that there are changes in nature and humans  To name the different stages in childhood and growing up	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

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							<p>To understand that babies are made by a man and a woman.</p> <p>To use the correct vocabulary when naming the different parts of the body</p> <p>To know how to keep themselves safe NSPC- Pantsosaurus</p>	
	<p><b>Building Relationship Skills</b></p> 	<p>To name and talk about special people in their lives</p> <p>Name key people outside of their family who care for or who can help them</p> <p>Name people who can help them</p> <p>To identify who can help if they are sad, worried or scared</p> <p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p> <p>To identify ways to help others or themselves if they are sad or worried</p>	<p>To play with children who are playing with the same activity beginning to develop friendships</p> <p>To have positive relationships with all EYFS staff</p> <p>To name adults in their community who can keep them safe</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p> <p>To know ways to care for their home, school and special people</p> <p>To begin to know and talk about how they can impact on the natural world (RSPB)</p> <p>Begin to develop secure friendships</p> <p>To build constructive relationships</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p> <p>To be sensitive towards others and celebrate what makes them unique</p> <p>To use speaking and listening skills to learn about the lives of their peers</p> <p>To know the importance of showing care and kindness towards others</p> <p>To begin to cooperate with others</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	P.E. Scheme	Gymnastics 1	Body Management 1	Speed, Agility, Travel 1	Manipulation & coordination 1	Cooperate & Solve Problems 2	Dance 2	
Physical Development	<b>Gross motor skills</b>  	<b>Gymnastics</b> Develop confidence in fundamental movements Experience jumping, sliding rolling moving over and under apparatus  Develop coordination and gross motor skills  To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - climbing  To use their core muscle strength to achieve good posture when sitting on the floor  To develop overall body-strength, balance, co-ordination and agility	<b>Body Management</b> Explore balance and managing own body including manipulating small objects Able to stretch, reach, extend in a variety of ways and positions Able to control body and perform specific movements on command	<b>Speed, Agility, Travel</b> Change direction at speed through both choice and direction Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	<b>Manipulation &amp; Coordination</b> Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.  To develop overall body-strength, balance, co-ordination and agility	<b>Cooperate and Solve Problems</b> Travel alone and with a partner. Work as a team to solve problems and navigate objects. Jump with control. Jump safely off. Create movement patterns. Negotiate obstacles.  To progress towards a more fluent style of moving, with developing control and grace  To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming	<b>Dance</b> Recognised actions can be performed to music. Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group	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.
	<b>Being healthy in body and mind</b>	To develop the skills they need to manage the school day successfully: lining up, queuing, mealtimes  To name different parts of their body (Science focus)  To identify the five senses (Science focus)	To know the importance of sleep to help them grow in body and mind  To keep safe at night and when crossing the road	Begin to know which foods to eat regularly and which in moderation	To know the importance of physical activity, e.g., walking to school	To know which foods to eat regularly and which in moderation	To know the importance of physical activity, e.g., not too much screen time	

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		<div>To know the importance of personal hygiene and teeth brushing</div> <div>To know why it is important to stay fit and healthy (to be a firefighter/police officer)</div>						
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Physical Development	<b>Fine motor skills</b>  	To develop small motor skills so that they can use a range of tools competently, safely and confidently.	To develop small motor skills so that they can use a range of tools competently, safely and confidently.	To develop small motor skills so that they can use a range of tools competently, safely and confidently.	To develop small motor skills so that they can use a range of tools competently, safely and confidently.	To develop small motor skills so that they can use a range of tools competently, safely and confidently.	To develop small motor skills so that they can use a range of tools competently, safely and confidently.	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
		To use a dominant hand  To mark make using different shapes  To begin to use a tripod grip with mark making tools  To begin to use anticlockwise movement and retrace vertical lines  To explore different size paintbrushes  To use tweezer to transfer objects  To thread large beads  To wrap thread  To put on lids  To squeeze and push dough  To begin to copy and trace letters  To hold a spoon and fork correctly  To hold scissors and make snips	To use a tripod grip when using mark making tools  To accurately draw lines, circles and shapes to draw pictures  To mould dough into shapes  To use a glue spreader  To use sponges and rollers  To rub with crayons  To write taught letters using correct formation  To copy their name  To begin to hold a knife correctly and use to cut food with support  To use tap and pin  To use a one hole, hole punch  To hold scissors correctly and cut along a straight and zigzagged lines	To use a tripod grip when using mark making tools  To thread small beads  To use pegs  To use a glue stick  To use cutters to cut dough  To use a hammer and nails  To write taught letters using correct formation  To write their name forming letters correctly  To hold scissors correctly and cut along a curved line	To write all lower case letters using the correct letter formation and control the size of letters  To use large paint brush with some control  To write all lower case letters using the correct letter formation and control the size of letters  To hold scissors correctly and cut out large shapes  To cut fruit/veg with a knife	To fold paper  To use a one and two hole punch  To use small paintbrush with some control  To roll/scrunch paper  To pull and cut tape  To join with a stapler  To weave using in and out/up and down movements  To hold scissors correctly and cut out small shapes	To develop small motor skills so that they can use a range of tools competently, safely and confidently.  To construct with bricks, e.g., lego, unifix, junk  To develop the foundations of a handwriting style which is fast, accurate and efficient  To write some upper case letters using the correct letter formation  To thread pasta and through small hole punch holes  To use a range of gardening tools to dig, rake, plant.  To independently use a knife, fork and spoon to eat a range of meals  To put a straw in a drink  To hold scissors correctly and cut out as needed for the task	Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.




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Literacy	<b>Comprehension</b>  	<p>To listen to and join in rhymes and stories</p> <p>To use pictures to tell stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To know what an author and illustrator do</p> <p>To begin to answer questions about the stories read to them</p> <p>To know some repeated phrases in some familiar stories</p> <p>To sequence familiar stories</p> <p>To act out stories</p> <p>To use vocabulary that they experience in books</p> <p>To enjoy an increasing range of books including fiction and non-fiction</p>	<p>To talk about story settings</p> <p>To sequence the main events in a simple story with support (plot points)</p> <p>To enjoy an increasing range of books including fiction and non-fiction</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p> <p>To talk about the characters in the books they are reading</p> <p>To retell a story</p> <p>To sequence the main events in a simple story</p> <p>To follow a story without pictures or props</p>	<p>To recognise a range of traditional and fairy tales</p> <p>To talk about and describe characters in the books they are reading</p> <p>To use vocabulary that is influenced by their experiences of books</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To recognise rhyme and alliteration</p> <p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	<b>Word Reading</b>  	<p>To recognise their name</p> <p>To recognise sounds in the environment</p> <p>To hear words that start with the same sound</p> <p>To orally blend</p> <p>To orally segment</p> <p>To read individual letters by saying the sound for them</p> <p>Phase 2 Phonics: s,a,t,p,i,n,m,d,g,o,c,k, ,e,u,r,h,b,f,</p> <p>To read some letter groups that each represent one sound and say sounds for them</p>	<p>To read individual letters by saying the sound for them</p> <p>Phase 3 Phonics: j,v,w,x,y,z,zz</p> <p>To read some letter groups that each represent one sound and say sounds for them</p> <p>Phase 3 Phonics: sh,ch,th,ng,ai,ee, igh, oa, oo, ar, or ur, ow, oi, ear, air, ure, er/es where there is no change to the root word</p> <p>To blend sounds into words, so that they can read short words made of known letter-sound correspondence</p> <p>To blend sounds into words, so that they can read short words made of known letter-sound correspondence</p>	<p>To read all individual letters by saying the sound for them</p> <p>To read some letter groups that each represent one sound and say sounds for them</p> <p>Phase 3 Phonics: oo/oo, ar, ur, or, ow, oi, ear, air, ure, er, oa</p> <p>To blend sounds into words, so that they can read short words made of known letter-sound correspondence</p> <p>To read harder to read and spell words: they, all, are, ball, tall, when, what</p>	<p>To read familiar words in the environment</p> <p>To see digraphs in words with consistency</p> <p>To read harder to read and spell words: said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>To blend CVCC and CCVC words</p> <p>To blend CCVCC, CCCVC, CCCVCC words</p> <p>To blend polysyllabic words</p> <p>To read phonetically decodable books which match their phonics knowledge</p>	<p>To begin to recognise Phase 5 phonemes in readiness for Year 1</p> <p>To begin to recognise some harder to read and spell words in readiness for Year 1</p> <p>To read phonetically decodable books which match their phonics knowledge</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>



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		<p>Phase 2 Phonics:ck,ss,ll,ff</p> <p>To blend sounds into words, so that they can read short words made of known letter-sound correspondence</p> <p>To read harder to read and spell words:l, the no, put, of, is, to, go, into, pull, as, his</p>	<p>To read harder to read and spell words:he, she, buses, we, me,be, push, was, her, my, you</p> <p>To read phonetically decodable books which match their phonics knowledge.</p>	<p>To read phonetically decodable books which match their phonics knowledge.</p>				
Literacy	<p>Writing</p> 	<p>To use a dominant hand</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To begin to trace and copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy/trace taught letters</p> <p>To begin to write taught initial sounds</p>	<p>To copy and begin to write their name using correct letter formation</p> <p>To use the correct letter formation of taught letters (Phase 2)</p> <p>To spell words by identifying the sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To use a tripod grip when using mark making tools</p> <p>To spell words by identifying the sounds and then writing the sounds with letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To write their name independently using correct letter formation</p> <p>To form lowercase letters correctly</p> <p>To spell Phase 2 words in supported writing</p> <p>To spell some taught tricky words correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p>	<p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell words using taught sounds</p> <p>To begin to read their work back</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To write short sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>


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Maths	<b>Number</b>	<p>To recognise numbers 1-3</p> <p>To subitise within 3</p> <p>To use fingers to represent quantities which they can subitise</p> <p>To explore the composition of 2 and 3</p> <p>To count objects, actions and sounds</p> <p>To develop 1:1 correspondence</p> <p>To compose their own collections within 1-4</p>	<p>To recognise numbers 1-5</p> <p>To subitise within 5</p> <p>To develop counting skills</p> <p>To begin to count beyond 5</p> <p>To explore the composition of numbers within 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-7</p> <p>To find one more of numbers to 7</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6 and 7</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To explore composition of number bonds to 10</p> <p>To know facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number composition / bonds to 5</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p> <p>To explore how to make numbers above ten using tens and ones</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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 doubling facts.</p>
	<b>Numerical Patterns</b>	<p>To know that the last number spoken gives the number in the entire set</p> <p>To see that all numbers can be made of 1s</p> <p>To say which group has more than or fewer than</p> <p>To compare sets by 'just looking'</p> <p>To compare quantities to 3</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p> <p>To compare by matching</p>	<p>To order numbers to 10</p> <p>To count objects to 10</p> <p>To compare quantities to 7</p> <p>To combine two groups of objects</p> <p>To recognise equal and unequal sets</p> <p>To find the missing number to 10</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore symmetrical patterns relating to odd and even numbers</p> <p>To recognise double patterns / link doubles to even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p>	<p>To count to 20 and beyond</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p>	<p>To order numbers to 20</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of even numbers up to 10</p> <p>To explore odd and even numbers</p> <p>To explore halving odd numbers</p> <p>To share quantities equally</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>


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	<b>Measures</b>	<p>To select, rotate and manipulate shapes to create arrangements and develop special reasoning.</p> <p>To describe 3D shapes using their common properties.</p> <p>To compare similarities and differences between 3D shapes.</p> <p>To recognise and name 2D shapes circle, triangle, square and rectangle.</p> <p>To compare similarities and differences between 2D shapes.</p> <p>To recognise 2D shapes in 3D shapes. (Unit 3 Power Maths)</p>	<p>To order familiar events in a typical day.</p> <p>To compare day and night.</p> <p>To begin to describe familiar events in order, using the language of time. (Unit 20 Power Maths)</p>	<p>To compare size, length, height and weight.</p> <p>To use non-standard units to measure length and height.</p> <p>To use balance scales.</p> <p>To use non-standard units to measure the weight of objects. (Unit 10 Power Maths)</p>	<p>To continue, copy and recreate patterns. (Unit 13 Power Maths)</p>	<p>To understand that volume can be measured in cups.</p> <p>To recognise when a container is full and empty.</p> <p>To compare capacity. (Unit 18 Power Maths)</p>	<p>To understand positional and directional language in practical contexts</p> <p>To use positional language to describe the position of items</p> <p>Use directional and positional language to describe a route (Unit 6 Power Maths)</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>
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New Swannington Primary School EYFS Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Understanding the World	<p><b>The Natural World</b></p> 	<p>To draw information from a simple map (school plans and school ground maps)</p> <p>Show interest in different occupations</p>	<p>To explore the natural world around them</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To understand the effect of changing seasons on the natural world around them</p> <p>To recognise and describe the signs of Autumn</p> <p>To know how some animals prepare for Winter in Autumn, e.g., hibernation/migration</p> <p>To recognises differences between night and day</p> <p>To know that some animals are nocturnal</p> <p>To recognise some environments that are different to the one in which they live.</p>	<p>To explore the natural world around them</p> <p>To understand the effect of changing seasons on the natural world around them</p> <p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p> <p>To respect and care for the natural environment (Big Schools' Bird Watch)</p> <p>To collect information /data about their local environment</p>	<p>To recognise some environments are different to the one in which they live (Africa and UK)</p> <p>To recognise some similarities and differences between animals in this country and life in other countries (Africa and UK)</p> <p>To know that some animals are suited to different environments</p> <p>To explore world maps</p> <p>To draw information from a simple map</p>	<p>To know about and recognise the signs of Spring</p> <p>To identify different materials</p> <p>To identify the properties of different materials</p> <p>To identify the purposes of different materials</p> <p>To explore and experiment with materials to join securely using different methods</p> <p>To use materials for a purpose</p> <p>To make careful observations</p> <p>To plan and carry out a simple test</p> <p>To predict the outcome (of their experiments)</p> <p>To follow instructions to complete an experiment</p>	<p>To know about and recognise the signs of Summer</p> <p>To draw information from a simple map</p> <p>To create simple maps</p> <p>To plant and to know how to care for growing plants</p> <p>To name some insects and identify parts of an insect</p> <p>To learn about lifecycles of a butterfly</p> <p>To identify minibeast habitats and why they live there</p> <p>To learn about life cycles of some minibeasts (frogs and butterflies)</p> <p>To know that some animals are suited to different environments</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter</p>


## New Swannington Primary School EYFS Curriculum

	<b>People, culture and Communities R.E. Leicestershire syllabus</b> 	<b>F4: Being Special – Where do we belong?</b>  To retell religious stories making connections with personal experiences  To share and record occasions when things have happened in their lives that made them feel special  To recall simply what happens at a traditional Christian infant baptism and dedication  To recall simply what happens when a baby is welcomed into a religion other than Christianity  To introduce key religions – recognise that people have different beliefs and celebrate special times in different ways  Understand that some places are special to members of our community	<b>F2 – Why is Christmas special for Christians?</b>  To talk about people who are special to them  To say what makes their family and friends special to them  To recall simply what happens at a traditional Christian festival (Christmas)  To begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus  To retell religious stories, making connections with personal experience	<b>F6 – Which stories are special and why?</b>  To talk about some religious stories  To recognise some religious words, e.g. about God  To identify some of their own feelings in the stories they hear  To identify a sacred text e.g. Bible, Torah  To talk about some of the things these stories teach believers	<b>F3 – Why is Easter special for Christians?</b>  To recognise and retell stories connected with celebration of Easter  To say why Easter is a special time for Christians  To talk about ideas of new life in nature  To recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature  To talk about some ways Christians remember these stories at Easter.	<b>F5 – Which places are special and why?</b>  To talk about somewhere that is special to themselves, saying why  To recognise that some religious people have places which have special meaning for them  To talk about the things that are special and valued in a place of worship  To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God  To use appropriate words to talk about their thoughts and feelings when visiting a church  To express a personal response to the natural world	<b>F1 – Why is the word ‘God’ special to Christians?</b>  To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world  To retell stories, talking about what they say about the world, God, human beings To think about the wonders of the natural world, expressing ideas and feelings  To say how and when Christians like to thank their Creator  To talk about what people do to mess up the world and what they do to look after it	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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.  Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.  To know that people around the world have different religions (not ELG)
	<b>Past and present</b>	To know about my own life-story  To know how they and their needs have changed since birth  To recognise how people in their immediate family and community help them  To know who key people are in school, what their role is and where to find them	To describe special times or events for their family and friends, e.g., birthdays, Christmas  To know that we commemorate / think about events in the past through events and celebrations, e.g., Bonfire night, Remembrance day  To know about key figures from the past- Guy Fawkes	To talk about immediate family members /share and comment on photographs of my family and past (all about me poster)  To know how our school has changed comparing images of the past and present	To know that some stories have been told for a long time and passed down	To begin to recognise that traditional stories were set in times before they were born  To comment on images of the past – castles  To know about some similarities and differences between life in the past and present – castles	To talk about and sequence events, e.g., pond dipping / zoo visit using appropriate language to describe their past	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 experience and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.

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			<p>was and key events of the Gunpowder Plot</p> <p>To comment on images of familiar situations in the past (Wee Willy Winky)</p> <p>To compare and contrast characters from rhymes (Wee Willy Winky)</p>					
Computing		<p>Technology around us</p> <p>Recording Sound</p> <p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To recognise a range of technology used at home and in school</p> <p>To interact with the whiteboard</p> <p>To use talk tins to record sound</p> <p>To begin to recognise ways to stay safe on line</p>	<p>Hardware</p> <p>Ipad Photographs</p> <p>To identify and name external parts of a computer</p> <p>To take photographs on the ipad</p> <p>To know that they seek adult advice if they see or hear something on line that upsets them or doesn't feel right</p>	<p>Turn on, log on</p> <p>To begin to turn on and log on and off the computer</p> <p>To interact with age appropriate software</p> <p>To say what to do if they see or hear something on line that they are unsure about</p>	<p>Mouse and trackpad skills</p> <p>To turn on and log on and off the computer</p> <p>To click and navigate using the movement of the mouse</p> <p>To complete a simple computer program</p> <p>To use a mouse to draw a simple picture</p>	<p>Music tech</p> <p>To complete a simple music programme</p> <p>To describe how music makes them feel</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To know that we need to behave on line as we would in person</p> <p>To know that they should not share personal information on line</p>	<p>Keyboard skills</p> <p>To apply what they already know when using different technology. For example, using touchscreen, identifying the 'play' and 'stop' buttons or finding the 'power' button (e.g. Google, YouTube)</p> <p>To say some ways of staying safe on line</p> <p>To recognise letters on the keyboard</p> <p>To type their name</p> <p>To use the function key 'enter'</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>

## New Swannington Primary School EYFS Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Expressive Art and Design	Creating with materials	<b>Art Focus: Colour / portraits</b> <b>DT Focus: Food (soup and bread)</b>  To name colours  To experiment with mixing prime colours  To explore early mark making with a range of materials – crayons, pen, pencil  To experiment with different mark making tools such as art crayons, pencils and pens  To create simple representations of people and objects  To draw and colour with pencils and crayons  To explore wrapping, winding, threading  To explore colour, shape and pattern – artist study Kadinsky	<b>Art Focus: Exploring natural materials (autumn leaves) and printing</b> <b>DT Focus: Christmas cards / boxes (hinges and catches)</b>  To print with natural objects  To explore texture  To create own printing  To model with malleable materials (dough and clay)  To work with natural materials to create pictures and models  Create with purpose in mind – talk about what and how they want to construct models/create art work  To explore different techniques for joining materials  To explore different techniques for manipulating materials, folding, bending  To use some cooking techniques – cutting, chopping, peeling  To know how to work safely and hygienically	<b>Art Focus: Exploring finger painting</b> <b>Art focus: Transitional art</b> <b>DT Focus: Bird Feeders</b>  To explore painting with fingers and objects  To explore painting with mud  To create with purpose in mind  To use natural objects to create art  To create transitional art/art with found objects	<b>Art Focus: Edward Saidi - Tingatinga and the legacy of his art work</b> <b>DT Focus: Fantastic Fruit</b>  To explore and experiment with paint – colour and wash, splatter painting  To explore, use and refine a variety of artistic effects to express their ideas and feeling  To look at and comment on the work of recognised artists  To work with others on shared art projects  To share their creations  To recognise and name fruits and use some cooking techniques – cutting and chopping  To know how to work safely and hygienically	<b>DT Focus: Junk model castles (investigating joining and structures)</b>  <b>Art: A blanket for the princess</b>  To construct with junk  To explore different techniques for joining materials  To explore different techniques for manipulating materials, folding, bending, twisting, threading  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<b>Art &amp; DT Focus: Minibeast art and craft</b>  To create observational drawings and paintings  To share creations, talk about process and evaluate their work  To adapt work where necessary  To explore materials and techniques  To construct with purpose in mind  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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.
								



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	<p><b>Being imaginative and expressive</b></p> 	<p>To develop storylines in their pretend play based on experience</p> <p>Familiar setting role play</p> <p>Dolls house/garage small world play</p>	<p>To develop role play using given props and costumes</p> <p>Watch and talk about dance and performance art (Diwali/ panto workshop)</p> <p>Little Red Hen role play</p> <p>Owl Babies small world play</p>	<p>To develop story lines / small world play using given props</p> <p>House from the past role play</p> <p>Dolls house small word play</p>	<p>To create their own props for role and small world play</p> <p>Safari jeep role play</p> <p>Animals small world play</p>	<p>To develop story lines and role play</p> <p>Traditional tale castle role play</p> <p>Puppet theatre traditional tales</p>	<p>To develop story lines in small world role play</p> <p>Scientist (Entomologist) station</p> <p>Minibeast small world play</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</p>
		<p><b>Pulse</b> To listen and move to music, clapping and tapping the pulse/beat</p> <p>To name some percussion instruments</p> <p>To handle instruments carefully</p> <p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To create musical patterns using body percussion</p>	<p><b>Pitch</b> To hear pitch in music (high and low sounds)</p> <p>To create musical patterns using high and low sounds</p>	<p><b>Rhythm</b> To join in songs with actions</p> <p>To move to music</p> <p>To hear long and short notes</p> <p>To create musical patterns using long and short sounds</p> <p>To create own compositions using tuned instruments</p>	<p><b>Voice</b> To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>To join in with school singing assemblies</p>	<p><b>Music tech</b> To complete a simple music programme</p> <p>To describe how music makes them feel</p> <p>To follow a musical pattern to play tuned instruments</p>	<p><b>C20th music</b> To talk about whether the like or dislike a piece of music</p>	