

EMERSONS GREEN PRIMARY SCHOOL – EYFS Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	EGPS Curricular Goals
Proposed theme/ possible interest points	Who am I? Me, Myself and I	What do people celebrate? Festivals and celebrations	Where in the world? All around the world	How have things changed over time? Dinosaurs Transport Toys	How do things change and grow? Growing plants Life cycles	Can we go on an adventure? Adventure/Fantasy stories	
Proposed Key Texts	It's OK to be Different The Great Big Book of Families The Colour Monster Leaf Man	Dipal's Diwali Remember, Remember Kipper's Birthday Sammy Spider's First Hanukkah The Christmas Story	Lost and Found One Day on our Blue Planet ... in the Rainforest Handa's Surprise	Naughty Bus Major Glad Major Dizzy	Jasper's Beanstalk The Amazing Life Cycle of Butterflies Yucky Worms	The Night Pirates The Gruffalo The Story Thief	
Communication and language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 		<ul style="list-style-type: none"> • Learn new vocabulary and use this through the day and in different contexts. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Learn rhymes, poems and songs. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • 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. 		<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • 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. 		<ul style="list-style-type: none"> • Ask a relevant question and make a relevant comment • Converse with friends and familiar adults • Use an increasingly wide vocabulary • Use Makaton to greet others and make simple requests.

Personal, social and emotional development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Manage their own needs. • Express their feelings and consider the feelings of others. • Form positive attachments to adults and friendships with peers. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Work and play cooperatively. • Take turns with others. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> • Begin to show resilience and perseverance in the face of challenge. • Identify and begin to moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Give focused 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. • 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. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • Consider and respond to the feelings of others in order to work collaboratively • Show determination to complete a goal • Show resilience in the face of challenge • Show curiosity about the world around them
Physical development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (e.g. tyres, balancing equipment, wheeled toys, crates). • Develop their small motor skills in preparation for using small tools confidently and safely. • Develop the skills they need to manage to school day successfully (e.g. lining up and queueing, mealtimes, personal hygiene). • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (e.g. den-making materials, benches, climbing walls, A-frames and ladders). • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Demonstrate strength, balance and coordination when playing. 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Use tools effectively (e.g. pencil, scissors, paintbrush, cutlery) • Show co-ordination and core strength needed to take part in physical activity • Manage own self-care and hygiene • Safely explore and use indoor and outdoor spaces to play and learn
Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read common exception words from Phase 2 of Essential Letters & Sounds. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read common exception words from Phase 3 of Essential Letters & Sounds. • Read simple phrases and sentences made up of words with known letter-sound 	<ul style="list-style-type: none"> • Read common exception words from Phase 4 of Essential Letters & Sounds. • Write short sentences with words with known sound-letter correspondence using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Orally retell a familiar story, using key vocabulary • Respond to questions relating to non-fiction texts • Read simple sentences and books using phase 2, 3 and 4 phonic knowledge

	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Anticipate (where appropriate) key events in stories. • Write recognisable letters, most of which are correctly formed. 	<p>correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> • Begin to orally form and write simple phrases and sentences. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read words consistent with their phonic knowledge by sound-blending. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Write a simple text (e.g. story, fact-book)
Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value – numbers to 5. • Understand the one more than/one less than relationship between consecutive numbers – numbers to 5. • Explore the composition of numbers to 5 • Count beyond 10. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. • Subitise (recognise quantities without counting) up to 5. • Explore and represent patterns within numbers up to 5, including evens and odds, and double facts. 	<ul style="list-style-type: none"> • Compare numbers. • Link the number symbol (numeral) with its cardinal number value – numbers to 5. • Understand the one more than/one less than relationship between consecutive numbers – numbers to 5. • Explore the composition of numbers to 10. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Have a deep understanding of number to 10, including the composition of each number. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • 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. • Explore and represent patterns within numbers up to 10, including evens and odds, and double facts. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Verbally count beyond 20, recognising the pattern of the counting system • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Show a deep understanding when using numbers to 10 • Compare and describe quantities and measures using mathematical vocabulary • Recognise the pattern of the counting system to use numbers beyond 10. • Recognise, name and describe some 2D and 3D shapes using mathematical vocabulary
Understanding the world	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Know some similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them, making observations, drawing pictures of animals and plants. • Understand some important process and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Understand and describe the place they hold as part of their family and communities • Talk about some things that were different in the past • Appreciate and talk about different religious and cultural communities in their home town and around the world • Celebrate, care for and wonder at their immediate natural world

	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • Talk about the lives of the people around them and their roles in society. • 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. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 		<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments drawing upon their experiences and what has been read in class. 		
	<p><u>History Core Knowledge</u> Children know that all children and people are different.</p> <p>Children can describe differences are what makes us special.</p>		<p><u>History Core Knowledge</u> The past is anything that has already happened.</p> <p>Transport has changed over time.</p> <p>Toys have changed over time – our parents and grandparents played with different toys to us.</p> <p>In the past, boys and girls dressed differently and did different things</p>		
	<p><u>Geography Core Knowledge</u> Describe their classroom and school grounds using positional language – next to, along from, near, under</p> <p>Name features in their environment – tree, hill, grass, flowers, path, habitat, classroom, corridor, hall</p>		<p><u>Geography Core Knowledge</u> Explain that we live on planet Earth, which is made up of 7 continents and 5 oceans.</p> <p>Understand that polar regions (Arctic & Antarctic) are located at North & South and are coldest parts of the planet; locate these on a globe.</p>		

	Follow a simple pictorial map of the classroom and school		Explain that warm/tropical places are found around the equator, in the hottest places on Earth. Compare Britain, Brazilian Rainforest, Kenya and the Arctic			Draw pictures, with increasing details, of trees/plants/paths seen as Westonbirt. Make a simple pictorial map of the school grounds.	
	<p><u>Science Core Knowledge</u> Name simple body parts e.g. eyes, ears, lips, nose, skin, hair</p> <p>Describe people by looking at photos. Notice similarities and differences.</p> <p>Describe family members by looking at photos. Notice similarities and differences.</p> <p>Compare hand, foot and fingerprints with friends.</p>	<p><u>Science Core Knowledge</u> Know the effect that winter has on plants around them.</p> <p>Know the effect that winter has on the animals around them.</p> <p>Observe and describe the weather in winter.</p>	<p><u>Science Core Knowledge</u> Name and describe 5 animals that children would find locally and 5 that would be found in contrasting environments such as the desert, ocean, jungle or polar regions.</p> <p>Describe the habitats for these animals.</p> <p>Sort animals according to where they live.</p>	<p><u>Science Core Knowledge</u> Know the effect that spring has on the animals and plants around them.</p> <p>Observe and describe the weather in spring.</p>	<p><u>Science Core Knowledge</u> Describe what is meant by a 'mini-beast'.</p> <p>Name 5 mini-beasts found in the school grounds.</p> <p>Know that an insect has 6 legs.</p> <p>Name 5 common plants found in the school grounds.</p> <p>Explain that a plant needs light, water and soil to grow.</p> <p>Explain the life cycle of a butterfly.</p> <p>Explain how worms are important to our environment.</p>	<p><u>Science Core Knowledge</u> Describe simple forces, such as push and pull.</p> <p>Explain the effects of forces using simple machines, such as levers, pulleys, wheels and ramps.</p> <p>Explore the concept of floating and sinking.</p> <p>Know the effect that summer has on the animals and plants around them.</p> <p>Observe and describe the weather in summer.</p>	
Expressive arts and design	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Begin to explore and use a variety of a materials, tools and techniques. • Share their creations, explaining the process they have used. • Sing a range of well-known nursery rhymes and songs 		<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Return to and build on their previous learning. • Experiment with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. 		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		<ul style="list-style-type: none"> • Perform for an audience • Build a repertoire of songs and provide instrumental accompaniment • Use their imagination and experience of art to create personal masterpieces • Share their art and design creations with a group, explaining the features and processes

			<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. 		<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		
	<u>Art Core Knowledge</u> Name shapes and represent the human body by drawing shapes. Name primary colours. Mix colours to make new colours.	<u>Art Core Knowledge</u> Roll, stretch, pinch and pull clay. Use primary colours to create a piece of art inspired by Mondrian. Use different medium on black paper e.g. powder paint, chalk, pastels. Apply paint onto clay to decorate it. Layer materials on top of each other..	<u>Art Core Knowledge</u> Add white to a colour to make it lighter. Add black to a colour to make it darker. Blend colour to make a colour wash.	<u>Art Core Knowledge</u> Can look closely at nature and draw what they see. Use different thicknesses of pencil. Gradually add colour using watercolours.	<u>Art Core Knowledge</u> Use different lines and shapes to draw plants and animals.	<u>Art Core Knowledge</u> Understand that an illustration is a picture that helps to tell a story. Use natural materials to create artwork.	