



Welton St Mary's Church of England Primary Academy



Early Years Foundation Stage Curriculum

Early Years Foundation Stage Intent

In Foundation Stage we aim for every child to have an **exciting, creative and inspiring** first year at school allowing them to have the best possible start to their learning journey. We encourage every child to become independent, resilient and enthusiastic learners who **thrive** at school. The children learn with their friends and **have opportunities** to express themselves within an **inclusive environment** which allows them to develop their creativity and explore the world around them.

Through three overarching topics, we explore mini topics to ensure that children are engaged and excited about their learning. Learning is based on children's interests and provides them with real-life experiences and memories to treasure. We revisit learning throughout the Foundation Stage year to ensure knowledge and skills are embedded. We build upon what the children can do and ensure appropriate **support and challenge** is in place to broaden and deepen their understanding. This gives every child the **opportunity to achieve their full potential**. We believe that it is so important to create a solid foundation for every child during their first year at school. Therefore, we ensure that focus is placed upon communication and language, and personal, social and emotional development. **Through challenge, support and care, every child is able to flourish** and shows pride in themselves and their achievements.

We value and promote the importance of essential life skills such as table manners, using a knife and fork and road safety. We hope to inspire every child to enjoy reading and love books. We read stories together every day and dedicate time to share books with friends in Foundation Stage and other year groups. The children begin learning to read upon entry to school through the Read Write Inc programme that is delivered effectively by all of our trained staff within school. This allows every child to make rapid progress and develop their phonic knowledge quickly, so they are able to start reading and enjoying stories independently. By the end of the Foundation Stage year, **we aim for every child to have reached their full potential and to have flourished** into charismatic, resilient and responsible learners who are ready for the next step in their learning journey.

EYFS Overview

Foundation Stage Long Term Plan

	Autumn Term 1	Autumn term 2	Spring Term 1	Spring term 2	Summer term 1	Summer Term 2
Topic	All About me		Oh, the Places you'll go!		Fiction, Fantasy and Fairy Tales	
Life Skills	Road safety Table manners How to use a knife and fork Manners and being polite Zipping up our coats Getting changed independently Caring for animals Trying new food E-safety	Manners and being polite Caring for others How to be a good friend People who help us Developing independence Resilience Road safety Food tasting Clothing we wear in Winter E-safety	Stranger Danger Road Safety- safety talk What to do if we get lost How to be a good listener- manners Trying new food Learning a new language/culture E-safety	First aid Resilience Table manners Cooking (safety) Caring for animals Sun safety- Clothing we wear Road safety E-safety (3 strands)	Stranger Danger Road safety What to do if we get lost Manners and being polite Making sandwiches How to be a good friend E-safety	Summer safety People who help us Independence and organisation for year 1 E-safety
Communication and Language	C&L in role play Listening to stories, rhymes, songs and whole class discussions Responding to instructions Answering how and why questions Understand why listening is important Engaging in non-fiction books New vocab Exploring and discussing our senses	C&L in role play Listening to stories, rhymes, songs and whole class discussions Responding to instructions Answering how and why questions Understand why listening is important Engaging in non-fiction books New vocab	Discussing where we live Expressing ideas Asking questions Holding a conversation Making comparisons between Welton, Lincoln and London Using new vocab when talking Similarities and differences between culture in our country and different countries Using new vocabulary Discussing food	Discussing where we live Expressing ideas using full sentences Asking questions Using new vocab when describing different places and food Using past, present and future tenses Recalling experiences Exploring senses Retelling the Easter story in their own words Learning rhymes, poems, riddles and songs	Responding to instructions Asking questions Holding a conversation Using new vocab when talking Using full sentences when talking Using past, present and future tenses Explanations Learning rhymes, poems, riddles and songs Retell stories with exact repetition and in their own words	Answering how and why questions Asking questions Holding a conversation Using new vocab when talking Using full sentences when talking Using past, present and future tenses

			<p>Recalling experiences</p> <p>Exploring and discussing our senses</p> <p>Retelling stories</p> <p>Using past, present and future tenses</p> <p>Explanations- using full sentences</p>	Discussing non-fiction texts		
Literacy	<p>RWI</p> <p>Writing name</p> <p>Pencil grip</p> <p>Developing letter formation</p> <p>Sounds and oral blending</p> <p>Retelling stories verbally/ acting</p> <p>Verbal recount of food tasting</p> <p>Labelling</p> <p>Discussing key events in stories</p> <p>Sharing bridger books</p>	<p>RWI</p> <p>Writing name</p> <p>Pencil grip</p> <p>Writing lowercase and uppercase letters</p> <p>Oral blending and word reading</p> <p>Sequencing pictures/labelling</p> <p>Winter picture labels</p> <p>Retelling stories and narratives</p> <p>Alphabet songs</p>	<p>RWI</p> <p>Word reading – captions</p> <p>Writing lowercase and uppercase letters</p> <p>Writing captions</p> <p>Recount</p> <p>Rhyming/poem (verbal)</p> <p>Non-fiction writing</p> <p>Maps</p> <p>Postcard</p> <p>Descriptive writing</p> <p>Discussing key events in stories</p> <p>Alphabet songs</p> <p>Describing different buildings and developing vocabulary</p>	<p>RWI</p> <p>Writing lowercase and uppercase letters</p> <p>Reading and writing short sentences in the following contexts-</p> <p>Minibeasts riddles and poems</p> <p>Instructions for pancakes</p> <p>Sun safety/beach safety poster</p> <p>Recount- beach day</p> <p>Lifecycles</p> <p>Maps/ directions</p> <p>Sequencing and retelling</p>	<p>RWI</p> <p>Re-reading what they have written</p> <p>Reading with increasing fluency</p> <p>Applying phonic knowledge when writing sentences</p> <p>Retelling stories and narratives in their own words- inc. new vocab</p> <p>Description (vocab)</p> <p>Discussing key events in stories</p> <p>Recount</p> <p>Talk for writing performance</p> <p>Riddles (homework)</p> <p>Invitation to the astronaut</p> <p>Thank you letter to the astronaut</p>	<p>RWI</p> <p>Retelling stories and narratives in their own words- inc. new vocab</p> <p>Writing full name with capital letters</p> <p>Apology letter to the bears</p> <p>Highlights sheets</p> <p>Memories of Foundation Stage</p> <p>Reading with increasing fluency</p> <p>Applying phonic knowledge when writing sentences</p>
Core reading texts	<p>All about Families</p> <p>Charlie and Lola- Absolutely too Small for School</p> <p>Guess how much I love You</p> <p>The Tiger Who Came to Tea</p>	<p>Non-fiction texts- bonfire night & Guy Fawkes</p> <p>Non-fiction texts- Seasons</p> <p>The Colour Monster</p> <p>Elmer</p> <p>The Way Back</p>	<p>Charlie and Lola : We Completely Must go to London</p> <p>Nonfiction texts</p> <p>Maps</p> <p>Maisy's Chinese New Year</p> <p>Chinese New Year</p>	<p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>Mad about Minibeasts</p> <p>Bible</p> <p>Pip and Posy- The</p>	<p>The Rainbow Fish - Friendship</p> <p>Commotion in the Ocean</p> <p>We're Going on a Bear Hunt</p> <p>Rumble in the Jungle</p> <p>Whatever Next –</p>	<p>Non-fiction texts (Summer)</p> <p>The Three Little Pigs</p> <p>Little Red Riding Hood</p> <p>Goldilocks & the Three Bears</p>

	The Leaf Man The Enormous Turnip Supertato Parts—Ted Arnold Bible	Home— Oliver Jeffers The Snowman Bible	Story- Animal race	New Friend Rock Pooling Non-fiction- life cycles	Space Giraffe's Can't Dance Non-fiction texts Bible	When we grow up... Bible
Maths	Power Maths Numbers to 5- counting Sorting Number formation	Power Maths Comparing groups within 5 Change within 5 Time Number formation	Power Maths Number bonds within 5 Number bonds to 10 Comparing numbers within 10 Counting in 2s and 10s Number formation	Power Maths Addition to 10 Shape and space Counting in 2s and 10s Number formation	Power Maths Exploring patterns Counting on and counting back Numbers to 20 Counting in 2s and 10s Number formation	Power Maths Numerical patterns Measure Counting in 2s and 10s Number formation
Physical	Fine motor control- drawing Using a knife and fork- chopping skills Cutting skills- scissors Balance bikes Keeping our body healthy Oral health, sleep, screen time Gross motor- Ball skills- throwing and catching	Fine motor control- paintbrushes Balance bikes Cutting skills- scissors Threading Keeping our body healthy Good posture- focusing on core muscles Gymnastics- dance	Fine motor control Using a knife and fork- chopping skills Oral health, sleep, screen time Food choices Gross motor- Negotiating space and obstacles safely Gymnastics/apparatus work- balance, strength and coordination- Movement fluency Yoga	Ball skills- throwing and catching Developing handwriting Kicking and passing Batting and aiming	Fine motor control when drawing Cutting skills- scissors Gross motor- Negotiate space and obstacles safely Gymnastics/apparatus work- balance, strength and coordination- Movement fluency Sports Day- Agility	Gross motor- Fitness and keeping our body healthy – running, jumping, dancing, hopping, skipping and climbing.
Understanding the World	My family Describing and comparing people, families, friends our homes Clothes we wear in Autumn- link to materials Season changes- Summer to Autumn	Guy Fawkes & people in the past Remembrance day Celebrating different beliefs and special times Similarities and differences between ourselves and others Change in Season- Autumn to Winter	Map of world- where do we live? Maps and directions How to use a map- walk around Welton Describe what we hear, see and feel outside London- Royal family	Exploring the natural world- Spring and planting seeds Observations of the natural world, using senses Change in Season- Winter to Spring Describe what they see, hear and feel outside	Significant events and people in the past- Neil Armstrong Following instructions- how to make a sandwich Similarities and differences between Earth and outer space	Books from the past- fairy tales Change in season- Spring to Summer Describe what we hear, see and feel outside Compare and contrast characters from stories Important people in the community

	Describe what we hear, see and feel outside Looking at a map of Welton Similarities and differences between ourselves and others	Describe what we hear, see and feel outside Skittles science activity- linked to colours Christmas traditions	Differences between life in Welton to life in other countries and cultures Significant places in the local community World map- Italy Similarities and differences between culture in our country and different countries Recognising different celebrations	Understanding that environments can be different to the one they live in Draw information from a map Effect of season change- spring Life cycles	Understanding the natural world and animals The Rainbow Fish- floating and sinking	Transition to year 1
Expressive Arts and Design	Charanga music- 'Me!' Colouring within the lines Colour direction/lines/ pencil control Nature rubbings Clay leaves Developing storylines in pretend play- using props	Charanga music- 'Me!' Snowman drawing Christmas tree decoration Diwali Lanterns – cutting and decorating Firework pictures – chalks, paint Friendship bracelet Winter pictures Christmas cards Henri Matisse – Collage 'The Snail'/ Elmer Developing storylines in pretend play- using props	Charanga music- 'My Stories' Colours- Mixing paint Georges Seurat- Pointillism 'Leaning tower of Pisa' Constructing landmark using Lego, Duplo, K'Nex	Charanga music- 'Everyone!' The Very Hungry Caterpillar – painting butterfly Line control- complex shapes (mixed media) Spring drawing of a flower to tell a story	Charanga music- 'Our World' Henri Matisse – Collage exploring texture (rainbowfish)- cutting Construction (Lego/K'Nex) of space rocket Going on a Bear Hunt – Using natural objects to recreate scene from book e.g grass/ rubbings. Drawing people Performing independently or as a group	Charanga- 'Big Bear Funk' Colours- Mixing paint – colour choice Evaluating George Seurat's work Recreations of Georges Seurat work Innovation (Summer picture) Constructing a house for the Three little Pigs- Range of construction materials/cardboard/fabric
RE	LAS unit 1 and 2 Myself and my special things	LAS unit 3 and 4 Special people to me and my friends	LAS unit 11 Our books are special	Understanding Christianity- Salvation UC F3 (Core)	LAS unit 7 and 9 Our living world Our beautiful world	Understanding Christianity- UCF1 (Core) Why is the word 'God so important to Christians?

				Why do Christians put a cross in an Easter Garden?		
PSHE	<p>Relationships</p> <p>Maintaining healthy relationships, how we make others feel, different families, our bodies & five senses</p> <p>Feelings & behaviour- knowing right from wrong</p> <p>Independence & resilience</p> <p>Valuing themselves</p> <p>Expressing feelings</p> <p>Regulate behaviour and own feelings</p> <p>Manage own needs- toileting, changing, healthy food choices</p>	<p>Relationships</p> <p>Maintaining healthy relationships, how we make others feel, different families, our bodies & five senses</p> <p>Feelings & behaviour- knowing right from wrong</p> <p>Independence & resilience</p> <p>Valuing themselves but considering others</p> <p>Compromise</p> <p>Focusing attention</p> <p>Manage own needs- toileting, changing, healthy food choices</p>	<p>Living in the wider world (British Values and diverse beliefs)</p> <p>People who help us</p> <p>Road safety and safety in the wider world</p> <p>Strangers and safe strangers</p> <p>What to do if we get lost</p> <p>Building positive relationships- respect</p> <p>Resilience & perseverance</p> <p>Independence</p> <p>Manage own needs- toileting, changing, healthy food choices</p>	<p>Living in the wider world (British Values and diverse beliefs)</p> <p>People who help us</p> <p>E-Safety</p> <p>Road safety and safety in the wider world</p> <p>Strangers and safe strangers</p> <p>What to do if we get lost</p> <p>Building positive relationships- respect</p> <p>Resilience & perseverance</p> <p>Independence</p> <p>Manage own needs- toileting, changing, healthy food choices</p>	<p>Health and wellbeing</p> <p>Coping with change</p> <p>Learning about parts of our body and thinking about how people are similar and different</p> <p>Oral health and bodily hygiene</p> <p>Healthy choices</p> <p>Who keeps us safe?</p> <p>Feelings & behaviour- knowing right from wrong</p> <p>Showing sensitivity to the needs of others</p>	<p>Mental Health and wellbeing</p> <p>Coping with change</p> <p>Independence, confidence & resilience- becoming Year 1 ready</p> <p>Behaviour and feelings- express any worries or concerns about transition to Year 1</p>
SMSC (through-out the year)	<p>Spiritual</p> <ul style="list-style-type: none"> • Non-material aspects of life, focussing on personal values, meaning and purpose. • Beliefs – perspective in life may be rooted in a religion or faith but may not. • Respecting the values and beliefs of others. 					
	<p>Moral</p> <ul style="list-style-type: none"> • Making choices and how we live our lives. • Personal and societal values and understanding the reasons for them. • democracy, justice, law, Right to an opinion and to freedom of speech, respect and tolerance of others' values and beliefs. 					
	<p>Social</p> <ul style="list-style-type: none"> • Our school community working together. • Understanding of the part we play in the school community and the wider community and society • Relate positively to others • Participate fully in the community with good citizenship. 					
	<p>Cultural</p> <ul style="list-style-type: none"> • Understanding cultural activities (for example art, theatre, travel, concerts). • How we are similar and different; how we came to be the way we are and how we are changing. • Curiosity and wonder of the world exploring, understanding and tolerating cultural traditions and beliefs of others. 					