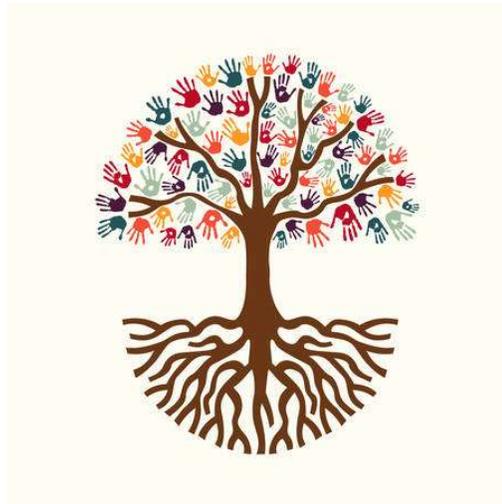




Welton St Mary's Church of England Primary Academy



Early Years Foundation Stage Curriculum

Early Years Foundation Stage Intent

Together we care, learn and thrive.

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, inside and outside and have opportunities to express themselves, 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. We ensure that learning is based on children's interests and provides them with real-life experiences and memories to treasure. We constantly review learning to ensure knowledge and skills are embedded and we continuously revisit learning and skills throughout the Foundation Stage year. We build upon what the children can do and ensure appropriate support and challenge is in place to broaden and deepen their understanding. 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. 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.

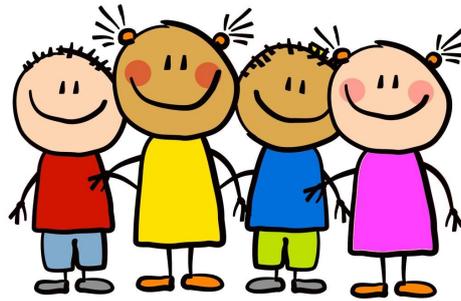
By the end of the Foundation Stage year, we aim for every child to have reached their full potential and to have flourished into charismatic, resilient and responsible learners who are ready for the next step in their learning journey.

EYFS Overview

Topic	Autumn Term 1 All About me	Autumn term 2 All About me	Spring Term 1 Oh, the Places You'll Go!	Spring term 2 Oh, the Places You'll Go!	Summer term 1 Fiction, Fantasy and Fairy Tales	Summer Term 2 Fiction, Fantasy and Fairy Tales
Life Skills	Road safety Table manners How to use a knife and fork Cutting and chopping skills Manners and being polite Zipping up our coats Getting changed independently	Manners and being polite Caring for others How to be a good friend People who help us Developing independence Resilience	Stranger Danger Road Safety Cutting and chopping skills What to do if we get lost How to be a good listener-manners	E-safety First aid Resilience Table manners	Stranger Danger Road safety What to do if we get lost Manners and being polite	E-safety
Communication and Language	C&L in role play Listening to stories, rhymes, songs and whole class discussions Responding to instructions Answering questions Understanding why listening is important Engaging in non-fiction books	C&L in role play Listening to and engaging in stories Joining in with whole class discussions Responding to instructions Answering questions Retelling stories Engaging in non-fiction books – new vocab	Expressing ideas Asking questions Holding a conversation Using new vocab when talking Retelling stories Using full sentences when talking- extending using connectives Using past, present and future tenses Explanations	Answering questions Asking questions Holding a conversation Learning rhymes and poems Using new vocab when talking Using full sentences when talking Using past, present and future tenses	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	Answering questions Asking questions Holding a conversation Using new vocab when talking Using full sentences when talking
Literacy	RWI Writing name Sounds and oral blending Retelling story verbally Poems and rhyme Recount of food tasting Labelling Discussing key events in stories	RWI Writing name Writing lowercase and uppercase letters Oral blending and word reading Firework description Verbal recount Sequencing pictures/labelling Guided group description Winter picture labels Picture with annotation Retelling stories and narratives Alphabet songs	RWI Word reading – captions Writing lowercase and uppercase letters Writing captions Recount x 2 Rhyming/poem Letter Non-fiction writing Maps Descriptive writing Discussing key events in stories Alphabet songs	RWI Reading and writing short sentences Writing lowercase and uppercase letters Description/ instructions for pancakes Recount Description (vocab) Sequencing and retelling Maps/ directions Re-reading what they have written	RWI Reading with increasing fluency Applying phonic knowledge when writing sentences Retelling stories and narratives in their own words- inc. new vocab Thank you letter Description (vocab) Rhyming/poem Discussing key events in stories Re-reading what they have written	RWI Reading with increasing fluency Applying phonic knowledge when writing sentences Retelling stories and narratives in their own words- inc. new vocab Recount Descriptive writing Labelled picture Memories of FS Discussing key events in stories Writing short stories
Core reading texts	The Enormous Turnip Guess How Much I love You	The Colour Monster The Way Back Home— Oliver Jeffers The Snowman The Day the Crayons Quit	The Jolly Postman Lost and Found	The Very Hungry Caterpillar Rumble in the Jungle	The Rainbow Fish- Friendship We're Going on a Bear Hunt	The Three Little Pigs Little Red Riding Hood
Additional texts	Charlie and Lola- Absolutely too Small for School The Tiger Who Came to Tea The Leaf Man Farmer Duck Supertato Parts- Ted Arnold Bible	Elmer Bumble Bear From my Head to my Toes When I Grow Up Bible	Oh, the places you'll go! Each Peach Pear Plum A Story of the London Underground Charlie and Lola: We Completely Must go to London Kipper's Sunny Day Chinese New Year Story Bible	Oh, the Places you'll go! Comotion in the Ocean Dear Zoo What the Ladybird Heard Bible	Whatever Next - Space Room on the Broom Giraffes Can't Dance The Day the Crayons Quit Bible	Seasons– non- fiction texts (Summer) Goldilocks & the Three Bears Bible
Maths	Power Maths Numbers to 5 Sorting	Power Maths Comparing groups within 5 Change within 5 Time	Power Maths Number bonds within 5 Number bonds to 10 Comparing numbers within 10	Power Maths Addition to 10 Shape and space	Power Maths Exploring patterns Counting on and counting back Numbers to 20	Power Maths Numerical patterns Measure
Physical	Fine motor control Using a knife and fork- chopping skills Cutting skills- scissors Balance bikes Keeping our body healthy Gross motor- Ball skills- throwing and catching	Fine motor control- paintbrushes Cutting skills- scissors Keeping our body healthy Good posture- focusing on core muscles Gross motor- Agility Team games Balance bikes	Fine motor control when drawing Using a knife and fork- chopping skills Gross motor- Negotiating space and obstacles safely Gymnastics/apparatus work- balance, strength and coordination- Movement fluency	Fine motor control- Showing accuracy and care when drawing Cutting skills- scissors Gross motor- Fitness and keeping our body healthy – running, jumping, dancing, hopping, skipping and climbing.	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.
UTW	My family Describing and comparing people, families, friends our homes Clothes we wear in Autumn- link to materials Season changes- Summer to Autumn Looking at a map of Welton	Guy Fawkes Special places Change in Season- Autumn to Winter Skittles science activity- linked to colours Rainbow jar science experiment Differences between life in other countries and cultures	Map of world- where do we live? How has Welton changed over the years? How to use a map- walk around Welton Differences between life in Welton to life in other countries and cultures	Non fiction books- Jungle, rainforest- how are these places different to where we live? Exploring the natural world- spring- planting seeds Drawing pictures of animals & plants - labelling Change in season- Winter to Spring Life cycle of a butterfly	Neil Armstrong The Rainbow Fish- floating and sinking Following instructions- how to make a sandwich	Books from the past- fairy tales Change in season- Spring to Summer Goldilocks porridge experiment- What makes porridge yummy?

	Similarities and differences between ourselves and others	Exploring using senses- outside				
EAD	Charanga music- 'Me!' Drawing who we love Colour within the lines Colour direction/lines/ pencil control Nature rubbings (texture)- exploring the new environment Developing storylines in pretend play- using props	Charanga music- 'Me!' Pencil drawing to tell a story- Snowman Diwali Lanterns – cutting – explaining the process Firework pictures – chalks, paint Henri Matisse – Collage 'The Snail' / Elmer Express ideas and feelings Developing storylines in pretend play- using props	Charanga music- 'My Stories' Colours- Mixing paint Creating role play props (clay, playdough) to tell story Georges Seurat- Pointillism 'Eiffel Tower' – explaining the process Constructing landmark using Lego, Duplo, K'Nex Make use of props Moving in time with music	Charanga music- 'Everyone!' Discussing music and art Pencil drawing to tell a story- Spring- growing flowers and choice of colour The Very Hungry Caterpillar – painting butterfly to tell a story. Creating role play props (clay, playdough) to tell story – Life cycle of a butterfly. Line control/ direction of colouring	Charanga music- 'Our World' Henri Matisse – Collage exploring texture (Rainbow Fish)- cutting Construction (Lego/K'Nex) of space rocket – Whatever Next/ Astronaut Visit 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 Construct a house for the Three little Pigs- Range of construction materials/cardboard/ fabric Colours- Mixing paint – colour choice Georges Seurat- Pointillism Trees (seasons) Using range of tools Recreations of Georges Seurat work
RE	Myself and my special things	Special people to me and my friends	Our books are special	Understanding Christianity- Why do Christians put a cross in an Easter Garden?	Our living world Our beautiful world	Understanding Christianity- Why is the word 'God so important to Christians?
PSE	Health and wellbeing Feelings & behaviour- knowing right from wrong Independence & resilience Valuing themselves Expressing feelings Behaviour and feelings Managing own needs- toileting, changing, healthy food choices	Health and wellbeing Building positive relationships- respect Valuing themselves but considering others Compromise Focusing attention Manage own needs- toileting, changing, healthy food choices	Living in the wider world (British Values and diverse beliefs) Building positive relationships- respect Resilience & perseverance Independence Manage own needs- toileting, changing, healthy food choices	Living in the wider world (British Values and diverse beliefs) Independence, confidence & resilience Being sensitive to the views of others Understanding own feelings	Maintaining healthy relationships (Diverse relationships) Who keeps us safe? Feelings & behaviour- knowing right from wrong Showing sensitivity to the needs of others	Maintaining healthy relationships (Diverse relationships) E-Safety Independence, confidence & resilience- becoming Year 1 ready Behaviour and feelings- expressing any worries about transition to Year 1
SMSC (through-out the year)	Spiritual 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.					
	Moral 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.					
	Social 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.					
	Cultural 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.					

Early Learning Goals



At the end of Foundation Stage, we will assess all children to see if they have met the expected levels in the 17 different areas of learning.

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond appropriately 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 a conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social and Emotional Development

Self-Regulation

- 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 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.

Managing Self

- 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.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.





Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

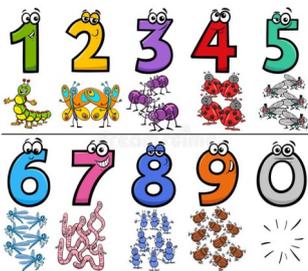
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics



Number

- Have a deep understanding of numbers to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Count confidently beyond 20, recognising the pattern of the counting system;
- Compare sets of objects up to 10 in different contexts, considering size and difference;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design

Creating with Materials

- Draw and paint using a range 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.



Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

