



Surfleet Primary School  
EYFS Curriculum Year A

RECEPTION YEAR Area of Learning	AUTUMN		SPRING		SUMMER	
	Term 1 Me and My World	Term 2 Toys	Term 3 Bright lights big city	Term 4 Bright lights big city	Term 5 Explorers and moving on	Term 6 Australia
<p><b>Key Texts</b> Stories and poems that we share throughout the year.</p> <p>Children will learn some poems and rhymes and perform them to their friends.</p> <p>They will get to know and be able to recite some familiar stories through repetition and exposure - building a rich vocabulary.</p>	<p>Traditional Tales Little red riding hood Goldilocks and the three bears Harry and the Dinosaurs go to school The colour monster goes to school We're Going on a Bear Hunt In every house, in every street Home</p>	<p>Owl babies Stickman The First Christmas Twinkle, Twinkle, little star Paper dolls Lost in the toy museum Dogger Non- fiction: Diwali, Bonfire night, Christmas, Night animals</p>	<p>Katie Morag goes to London The Queens hat All aboard the London bus Maps of the United Kingdom Big book of the UK Coming to England</p>	<p>Paddington Bear Last stop on market street The great fire of London The buildings that made London</p>	<p>The boy who sailed the world The great explorer Atlas of adventure Martha maps it out The snail and the whale</p>	<p>Handa's surprise Diary of a wombat Commotion in the Ocean Be wild little one Grandads island Koala Non- fiction: Australia, where on Earth? Your passport to Australia, the great barrier reef</p>

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Communication and Language	Listening Attention and Understanding	Share stories and poems with repeated refrains for children to join in with	Share books and stories from different cultures.	Responding to stories by suggesting an outcome, predicting action/character feelings	Begin to use connectives to connect one idea to another	Listening and responding to well-known stories- re-telling them and acting out in the role.	Listening and responding to fact information about Australia. Listen to instructions by other adults (transition)
		Encouraging children to talk about their experiences – families, friends, likes and dislikes	Sharing own experiences and feelings in relation to celebrations.	Retelling and sequencing stories.	Hold conversations about areas of interest.	To listen carefully to poems and rhymes paying attention to regular rhythm patterns.	Asks questions to support their understanding.
	Speaking	Introduce and reinforce listening behaviours and a routine	Identifying firework sounds – watch videos, use instruments etc	Engage in non-fiction books. Responding and following instructions	Explain, predict and speculate about stories and character's actions.	Using props to make up their own stories. Answer questions about what do stories have in common.	Predict about what will happen next in a story or what a character might do next.
		Turn taking and recognising differences between themselves and others – with a partner, in a small group and class where appropriate.	Listen to and talk about stories for familiarity and understanding.	Asking how and why questions.	Predict endings and actions. Model – I think that because ...	Talk about patterns in stories- model thinking aloud.	Explain what a character has done in a story and why they might have done that. Answer questions relating to animals from Australia from non-fiction texts.
		Use longer sentences of 4-6 words – adult model sentence starter if necessary	Explore new vocabulary linked to Bonfire Night, Christmas Discuss why things might happen?	Using story language in play to retell a narrative.  Act out the stories using props. Adult model and make explicit (First, Then, Next etc)	Asking questions.  Model appropriate ways to speak to different audiences. Key vocabulary from topic/texts  Model asking and answering questions.	Answering how and why questions about stories.  Retell a story verbally with some exact repetition and some words adapted by themselves.  Key vocabulary from topic/texts.  To use complete sentences in everyday talk model sentence starters.	Using Vocabulary linked to Australian animals and Australia.  Discussions as a whole class about favourite things this year- model how to extend someone's answer for yourself.  Talk about Australian animals from non-fiction books using the vocabulary within the book.

<p><b>Personal, Social and Emotional Development:</b></p>	<p>Self-Regulation Managing Self Building Relationships</p>	<p><b>Jigsaw- Being Me in My World</b> Begin to make new class friends and trust adults</p> <p>Understanding rules when in local area</p>	<p><b>Jigsaw- Celebrating Difference</b></p> <p>Begin to understand how others may be feeling</p>	<p><b>Jigsaw- Dreams &amp; Goals</b> Following simple 2 step instructions</p> <p>Building constructive and respectful relationships</p> <p>Modelling concern and respect for others, living things and environment</p>	<p><b>Jigsaw- Healthy Me</b> Express their feelings using descriptive vocabulary</p> <p>Identify their feelings and begin to moderate them socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge</p>	<p><b>Jigsaw- Relationships</b> Following complex instructions. Show resilience- children to reflect and self-evaluate themselves.</p> <p>Sun safety- how to keep themselves safe.</p> <p>Able to resolve conflicts with others.</p> <p>To Share and listen carefully to each other asking questions about what a friend has said.</p> <p>Children to discuss how other people may feel use of books to describe how characters may feel in situations.</p>	<p><b>Jigsaw- Changing Me</b> Feelings over transition</p> <p>Understanding of expectations during school events Recognising success</p> <p>Shows sensitivity to their own and to others' needs</p> <p>Uses partners to talk through ideas and develop ideas after discussion.</p> <p>Ask appropriate questions to other children.</p>
<p><b>Physical Development:</b></p>	<p>Gross Motor  Fine Motor</p>	<p>Get set for PE: Fundamental Skills Sending and Receiving Gross Motor Activities; Use large muscle movements</p>	<p>Get set for PE: Team Building Fitness Pencil Grip (four finger and thumb grip) sowing needles, threading</p>	<p>Get set for PE: Dance and Gym Demonstrate balance and coordination Pencil Grip (tripod grip)</p>	<p>Get set for PE: Net and Wall Games Ball Skills</p> <p>Using small tools</p>	<p>Get set for PE: Invasion Games Dance / Gym Create obstacle courses Ball skills Pencil Grip (dynamic tripod grip) Small tools; skills from making a fruit kebab. Talk about healthy eating. Sun safety, traveling safety</p>	<p>Get set for PE: Athletics Striking and Fielding Games Combine different movements that are quick.</p>
<p>Use of large construction, sand pit, hoops, bats &amp; balls, stilts, climbing frame, bikes, scooters, den building, large mark making equipment</p>							

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		Building skills, confidence and independence in fine motor activities by snipping, fastening and threading using cutlery, pencils, scissors, jigsaws, tools and having access to sand trays, playdough, paint and varied mark making equipment.					
Literacy:	Comprehension Word Reading Writing	Making marks with meaning and purpose.	Writing recognisable letters to give meaning (CVC words)	To write simple phonetically plausible words independently	To write simple sentences	To write simple stories	To write extended sentences and phrases using and Writing sentences using CL/FS and finger spaces.
		Copying the letters in their name.	Writing their name in a recognisable way	To write their name with increasing accuracy.	To use basic punctuation	To write their full name	
		Beginning to copy letters to represent initial sounds.	Handwriting letters	Gain familiarity with capital letters	To begin to write a simple story	To be aware of and begin to use narrative features	Phase 4 Sounds Children are independently able to read CCVC, CVCC and CCVCC words. They are able to write these words.
		Ascribing meaning to marks – asking what have you written? What does it say? Annotating work Name recognition – self registration, finding name card to copy, tray and peg names	Focused writing tasks Children to independently read VC words and develops more confidence with CVC words. Can read and recognise most phase 2 tricky words.	Phase 3 Sounds Children to begin to recognise digraphs in words. Children are able to recall the alphabet and understand the difference between letter names and sounds.	To begin to write their surname Phase 3 Sounds Children to begin to independently read phase 3 words.	Phase 4 sound Children are beginning to be able to read CCVC, CVCC and CCVCC	Children are able to read and spell some polysyllabic words.
		Children to begin to read VC and CVC words. Begin to recognise phase 2 tricky words.	Reading and sharing books about celebrations.	children to begin to read some words and sentences alongside shared reading.	Children to begin to recognise phase 3 tricky words. Re-read books to build up their confidence and fluency	Children are able to read most of the phase 3 tricky words and is beginning to spell them with support.	Children can independently read and write a range of phase 2 and 3 tricky words. They are beginning to recognise, read and write phase 4 tricky words.
		Sharing of familiar stories and rhymes as a whole class and repeated reframes.	Discussions in small groups and as a class about what we have read. Parts of a story – beginning, middle and end. Actions of characters and making predictions. Retelling stories using props and puppets.	Sequencing stories and making predictions / discussing why something happened.	Revisiting key stories read so far – retelling them in correct order/sequence using language from the stories.	Re- telling stories in correct order/sequence using language from the stories and then considering an alternative ending.	Simple comprehension questions to check understanding.
		Listening to stories and other books. Able to answer simple questions about what they have heard. Make comments on characters and events – relating to own experiences. Joining in with repeated phrases.		Comparing characters in stories – similarities and differences.	Answering simple questions about stories that have read and books read to them. Understanding punctuation when	Reading with expression and using their change in voices. To look at blurbs at what the can tell us.	Reading with fluency. Retell favourite stories and state why.

					reading, reading with expression		Saying if they liked/dislike the book and why?  Non-fiction books about animals/Australia answering questions about animals/Australia.  Demonstrating an understanding of a story and the structure by sequencing.
		Following Little Wandle (LW phonics scheme) Phase 2		Phase 3		Phase 4	
<b>Mathematics:</b>	Number  Numerical Patterns	Numbers to 5  Subitising to 5  Number bonds to 5  Counting to 5 (forwards & backwards) then 10.  Compare objects up to 5  2D shapes / Weight Begin to compare sets of objects and us the language of comparison.  Patterns		Numbers to 10 Number bonds to 10 Recap Subitising to 5  Counting to 15-20 (forwards & backwards) Compare objects up to 10 Sharing patterns  2D Shape / 3D shapes Time Positional Language		Numbers to 20 Recap number bonds to 10 to include doubles  Counting to 25 (forwards & backwards) Doubles to 10 patterns Sharing patterns One more/less Odds and evens Problem solving  Time-dates Length Money	
<b>Understanding the World:</b>	Past and Present  People and Communities  The Natural World	<b>Key events:</b> Walk around Surfleet    Recognising chronological events that happened before they were born.	<b>Key events:</b> Nativity performance  Comment on images of familiar of situations in the past – toys  Noticing signs of Autumn	<b>Key events:</b> Peterborough  Explore the diversity of modern Britain  Noticing signs of Winter  To know about the places around where	<b>Key events:</b> Comment on images of familiar of situations in the past – homes (Pudding Lane)  Plants	<b>Key events:</b> Recognise that people have different beliefs- Judaism.  Describing our school environment through seasons.  Draw simple maps.	<b>Key events:</b> Visit new teachers Sports day  Recognise some similarities and differences between life in this country and life in Australia.  Look at Ariel views of the school setting and

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		<p>Talk about who is on our community.</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar of situations in the past</p> <p>Plants</p> <p><b>Discovery RE: What makes people special? What do Christians believe about God?</b></p>	<p>Learning about nocturnal animals</p> <p>Celebrating Diwali, Bonfire Night, Christmas and comparing to other celebrations.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Melting &amp; Freezing liquids – changing states of matter</p> <p><b>Discovery RE: Christmas</b></p>	<p>I live and compare to London.</p> <p>Celebrating Chinese New Year and comparing to other celebrations.</p> <p>Identify living things.</p> <p>Know where animals live.</p> <p><b>Discovery RE: Celebrations Who is God to the Jews?</b></p>	<p>Growing/planting</p> <p>Comparing London to Surfleet – discussing differences and sharing some children’s experiences of visiting landmarks etc</p> <p>Comparing similarities and differences between cultures and religions around the world</p> <p><b>Discovery RE: Easter</b></p>	<p>Natural processes boat floating on water link to explorers.</p> <p>Chrisopher Columbus</p> <p>Mathew Flinders</p> <p><b>Discovery RE: How can we learn from stories? Shabbat</b></p>	<p>the setting of Australia.</p> <p>Recognise different environments specific features linked to Australia.</p> <p>Noticing signs of summer</p> <p>Reflecting on the Reception journey and looking forward.</p> <p><b>Discovery RE: Beliefs</b></p>
<b>Expressive Arts and Design:</b>	<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Learning and singing simple songs and rhymes</p> <p>Mark making with different medias</p> <p>Self Portraits with colour mixing including showing different emotions (Inside Out)</p> <p>Recount narratives: Bear Hunt</p> <p>Home corner role play</p> <p>Charanaga; Hands, feet, heart</p>	<p>Learning, singing and performing simple songs and rhymes related to Autumn and Christmas.</p> <p>Firework Pictures</p> <p>Christmas crafts</p> <p>Toy shop role play Christmas roleplay- post office</p> <p>Dance – Nursery Rhymes</p>	<p>Learning and singing simple songs and rhymes related to London.</p> <p>Tourist shop role play</p> <p>Clay</p> <p>Landscape collage</p> <p>Charanaga; I wanna play in a band</p>	<p>Learning and singing simple songs and rhymes related to London.</p> <p>Junk Model Houses (small world cities)</p> <p>Outdoor Art</p> <p>Handprint and finger print chicks</p> <p>Making an Easter basket</p>	<p>Learning and singing simple songs and rhymes related to transport and holidays.</p> <p>Engineers workshop</p> <p>Creating a boat</p> <p>Making maps</p> <p>Moving pictures</p> <p>Animal sculpture</p> <p>Charanaga; Friendship song</p>	<p>Learning and singing simple songs and rhymes related to growing up.</p> <p>Explore Australian music</p> <p>Aboriginal Art</p> <p>Painting and exploring colour</p> <p>Painting to music</p> <p>Australian outback area</p>

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			Charanaga; Rhythm in the way we walk and Banana rap		Farm shop roleplay area  Dance – ourselves  Charanaga; Round and round		Charanaga; Reflect, rewind, replay
Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Opportunities to share creations, explaining the process used.							

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