



Surfleet Primary School
EYFS Curriculum Year B

RECEPTION YEAR Area of Learning	AUTUMN		SPRING		SUMMER	
	Term 1 Framing and our local area	Term 2 Castles	Term 3 Heroes	Term 4 Let's explore the world	Term 5 Seaside	Term 6 Oh I do like to be beside the seaside
<p style="text-align: center;">Key Texts</p> <p>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>	Traditional Tales The three little pigs The three little wolves The Gruffalo A squash and a squeeze Farmer duck National Trust: Look What I Found on The Farm The colour monster goes to school	Crackle spit Traction man The castle the king built The knight who said no Peep inside the castle Dragon post Princess smarty-pants Once upon a fairytale Non-fiction: Diwali, Bonfire night, Christmas, Night animals	Supertato Superworm A superpower like mine The hug Hedgehogs don't live in the city Flornce nightingale The extraordinary life of Mary Seacole In my mosque	The snail and the whale Lost and Found Lets explore out world What a wonderful world Here we are Dear Earth	The lighthouse keeper's lunch What the ladybird heard at the seaside Clean up Clem and crab Look what I found at the seaside Above and Below: Sea and Shore How does a lighthouse work	The storm whale The baker by the sea Seaside holidays then and now At the beach Stella and the seagull Seaside holidays Fly boy Grandads camper

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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 Seasides.
		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.	Listen to instructions by other adults (transition)
	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.	Asks questions to support their understanding.
		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 ...	Answering how and why questions about stories.	Predict about what will happen next in a story or what a character might do next.
		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.	Asking questions.	Talk about patterns in stories- model thinking aloud.	Explain what a character has done in a story and why they might have done that.
				Act out the stories using props. Adult model and make explicit (First, Then, Next etc)	Model appropriate ways to speak to different audiences. Key vocabulary from topic/texts	Retell a story verbally with some exact repetition and some words adapted by themselves.	Answer questions relating to animals from the seaside from non-fiction texts.
					Model asking and answering questions.	Key vocabulary from topic/texts.	Using Vocabulary linked to seaside animals.
						To use complete sentences in everyday talk model sentence starters.	Discussions as a whole class about favourite things this year- model how to extend someone’s answer for yourself.
							Talk about seaside animals from non-fiction books using the vocabulary within the book.

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

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						Small tools; skills from making a fruit kebab. Talk about healthy eating. Sun safety, traveling safety	
		Use of large construction, sand pit, hoops, bats & balls, stilts, climbing frame, bikes, scooters, den building, large mark making equipment					
		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. Copying the letters in their name. Beginning to copy letters to represent initial sounds. 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 Children to begin to read VC and CVC words. Begin to recognise phase 2 tricky words. Sharing of familiar stories and rhymes as a whole class and repeated reframes. Listening to stories and other books. Able to answer simple questions about what they have	Writing recognisable letters to give meaning (CVC words) Writing their name in a recognisable way Handwriting letters 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. Reading and sharing books about celebrations. 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.	To write simple phonetically plausible words independently To write their name with increasing accuracy. Gain familiarity with capital letters 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. children to begin to read some words and sentences alongside shared reading. Sequencing stories and making predictions / discussing why something happened.	To write simple sentences To use basic punctuation To begin to write a simple story To begin to write their surname Phase 3 Sounds Children to begin to independently read phase 3 words. Children to begin to recognise phase 3 tricky words. Re-read books to build up their confidence and fluency Revisiting key stories read so far – retelling them in correct order/sequence using language from the stories.	To write simple stories To write their full name To be aware of and begin to use narrative features Phase 4 sound Children are beginning to be able to read CCVC, CVCC and CCVCC Children are able to read most of the phase 3 tricky words and is beginning to spell them with support. Re- telling stories in correct order/sequence using language from the stories and then considering an alternative ending.	To write extended sentences and phrases using and Writing sentences using CL/FS and finger spaces. Phase 4 Sounds Children are independently able to read CCVC, CVCC and CCVCC words. They are able to write these words. Children are able to read and spell some polysyllabic words. 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. Simple comprehension

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		heard. Make comments on characters and events – relating to own experiences. Joining in with repeated phrases.	Retelling stories using props and puppets.	Comparing characters in stories – similarities and differences.	Answering simple questions about stories that have read and books read to them. Understanding punctuation when reading, reading with expression	Reading with expression and using their change in voices. To look at blurbs at what the can tell us.	questions to check understanding. Reading with fluency. Retell favourite stories and state why. Saying if they liked/dislike the book and why? Non-fiction books about animals 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	
Mathematics:	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			

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<p>Understanding the World:</p>	<p>Past and Present</p> <p>People and Communities</p>	<p>Key events: Walk To Surfleet farm</p> <p>Comment on images of familiar of situations in the past – homes (Castles)</p> <p>Learning about farming in Lincolnshire.</p> <p>Talk about who is on our community.</p> <p>Talk about members of their immediate family and community.</p>	<p>Key events: Visit a castle Nativity performance</p> <p>Comment on images of familiar of situations in the past – homes</p> <p>Noticing signs of Autumn</p> <p>Celebrating Diwali, Bonfire Night, Christmas and comparing to other celebrations.</p>	<p>Key events: Visit from a nurse/doctor</p> <p>Recognise that people have different beliefs- Islam.</p> <p>Talking about hygiene and dental hygiene</p> <p>Noticing signs of Winter</p> <p>Florence Nightingale</p> <p>Mary Seacole</p> <p>Celebrating Chinese New Year and comparing to other celebrations.</p> <p>Identify living things.</p> <p>Know where animals live.</p>	<p>Key events:</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw simple maps.</p> <p>Human senses</p> <p>Comparing similarities and differences between cultures and religions around the world</p>	<p>Key events: Skegness</p> <p>Recognise that people have different beliefs- Muslims.</p> <p>Describing our school environment through seasons.</p> <p>Natural and manmade environments naming specific features linked to the seaside.</p> <p>Draw pictures of the natural world- seaside pictures.</p> <p>Look at Ariel views of the school setting and the seaside .</p> <p>Recognise different environments specific features linked to the seaside.</p>	<p>Key events: Visit new teachers Sports day</p> <p>Comment on images of familiar of situations in the past – seaside holidays (seaside pictures)</p> <p>Noticing signs of summer</p> <p>Reflecting on the Reception journey and looking forward.</p>
	<p>The Natural World</p>	<p>Plants</p> <p>Discovery RE: What makes people special? Jesus' Teachings</p>	<p>Explore collections of materials with similar and/or different properties</p> <p>Melting & Freezing liquids – changing states of matter</p> <p>Discovery RE: Christmas</p>	<p>Discovery RE: Celebrations Beliefs</p>	<p>Discovery RE: Easter</p>	<p>Discovery RE: How can we learn from stories? Islam</p>	<p>Discovery RE: Prayer</p>

Expressive Arts and Design:	Creating with Materials Being Imaginative and Expressive	Learning and singing simple songs and rhymes related to farms.	Learning, singing and performing simple songs and rhymes related to Autumn and Christmas.	Learning and singing simple songs and rhymes related to Heroes/nurses/doctors.	Learning and singing simple songs and rhymes related to the world.	Learning and singing simple songs and rhymes related to the seaside.	Learning and singing simple songs and rhymes related to Old seaside holidays (I do like to be beside the seaside).
		Mark making with different medias Self Portraits with colour mixing including showing different emotions (Inside Out) Farm shop roleplay area Charanaga; Hey you!	Firework Pictures Christmas crafts Toy shop role play Christmas roleplay- post office Dance – Nursery Rhymes Charanaga; Ho Ho Ho	Nature wreaths Portraits Doctor/nurse role play Sculpture using paper Charanaga; In the groove	Outdoor Art Handprint and finger print chicks Making an Easter basket Landscape collage Travel agents roleplay area Dance – ourselves Charanaga; Zoo time	Ice cream shop role play Creating a seaside picture with natural materials Moving pictures Painting to music Charanaga; Your imagination	Music/theatre performances- punch and Judy style. Painting and exploring colour Souvenir shop role play Animal sculpture 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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