



Kingsway Infant School
Early Years Foundation stage curriculum

British Values teaching and learning goes right across the curriculum and alongside the school rules. We are gentle. We are kind and helpful. We listen. We are honest. We work hard. We look after property. We respect others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
EYFS Area of Learning	Me and My World	Autumn + Festivals	Animals around the world	Growing	Mini- beasts	Transport and Journeys
Communication and Language	<p>Listening and Attention: Children will be regularly reminded how to listen and respond appropriately. Maintain attention, concentrate and sit quietly during an activity, can listen and complete an activity whilst listening. Listen to a variety of stories rhymes and songs, accurately anticipating key events and responds to what they hear with relevant comments, questions, or actions. Listens attentively in a range of situations.</p> <p>Speaking: Daily opportunities to participate and actively listen to each other in conversation. Continuous exposure to a language rich environment allowing children to introduce storylines and narratives into their play, extend their vocabulary by exploring the meaning of new words. To be able to use past and present and future tense accurately when talking about events. To develop their own stories and explanations by connecting ideas or events.</p> <p>Understanding: Responds to instructions, listens, and responds to ideas expressed by others. Able to follow a story without pictures or props, understands humour eg, nonsense rhymes , jokes , can follow instructions involving several steps and answer how and why questions about their experiences in response to stories or events.</p>					
Physical Development	<p>Daily opportunities for a variety of physical activities to increase stamina for exercise, including dancing, stretching, walking, (Daily Mile), balancing and the teaching of ball skills. Daily Wake and Shake as well as relaxation techniques. (Mindfulness) Weekly PE lessons in addition to daily opportunities for physical activity.</p> <p>Regular use of both large and small apparatus to allow children to develop core strength, muscles and move with control and coordination. Children will have an understanding of how to keep themselves healthy through exercise healthy eating and personal hygiene.</p>					
Weekly PE lesson using Val Sabin	Spatial Awareness and Traveling	Bean Bags/quoits	Gymnastics	Ball Skills	Games	Weekly Swimming at junior pool Team Games Sports day
Personal ,Social and Emotional Development	<p>Children will 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. 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. 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.</p>					
Weekly lessons using Jigsaw	Jigsaw – Puzzle piece 1 – Being me in my world	Jigsaw – Puzzle piece 2 – Celebrating Differences	Jigsaw - Puzzle Piece 3 - Dreams and Goals	Jigsaw - Puzzle Piece 4 - Healthy Me	Jigsaw - Puzzle Piece 5 - Relationships	Jigsaw – Puzzle piece 6 – Changes

<p>Maths</p> <p>Essentials Maths for EYFs</p>	<p>Children will have a deep understanding of number 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 aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. They will use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities. Create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Use money with increasing confidence.</p>		
	<ul style="list-style-type: none"> Recognise, count and order numbers to 5 and beyond. 1 more 1 less Subitising – notice when patterns are the same or different, make the same values, identify more or less Counting Skills- Counting reliably using names in order with 1-1 correspondence. Say which number is 1 more or 1 less than a given number Ordering and recognising numbers Comparison – Measures. Talk about size weight and position Pattern recognition, comparison and identification Classification – use language to describe everyday shapes and use mathematical language to describe them Counting to compare numbers. Count on or back to find answer. 	<ul style="list-style-type: none"> Spatial Thinking - Develop spatial thinking and language linked to position, direction in movements and symbols Magnitude – Ordering and Estimating Count reliably with numbers 1-20. Know the position of numbers to 10 and their relationship to other numbers. Say which number is 1 more /1 less Regrouping parts to find total number. Finding whole and missing parts. Automatic recall of numbers to 5 and know some number bonds to 10. Use quantities to add and subtract two single digit numbers. Begin to count confidently beyond 10, recognising patterns in the number system. 	<ul style="list-style-type: none"> Solve simple mathematical problems Doubling, halving and sharing Begin understanding odd and even numbers Begin to secure understanding of equal and unequal groups. Recognise when a share is fair. Consolidation of learning. Count reliably with numbers 1-20, place them in order and say which number is one more or one less. Solve simple mathematical problems Ten and some more- counting beyond 20 Understand patterns in consecutive numbers Understand groups of ten
<p>Literacy – Key Texts</p>	<p style="text-align: center;">Nursery Rhymes / Traditional Songs / Stories / Fiction / Non-Fiction Texts</p>		
	<p>Harry and the Dinosaurs go to school Funny Bones All are Welcome You Choose All kinds of people Three Little Pigs</p> <p>Little Red Riding Hood Percy Park Keeper – After the Storm Going on a Leaf Hunt Owl Babies The Jolly Postman Nativity and Christmas Stories</p> <p>Dingle dangle scarecrow I'm painting a picture of me His got the whole world in his hands Christmas carols</p>	<p>Handa's Surprise Chinese New Year story Billy Goats Gruff Farm animals All about amazing Australia</p> <p>Jaspers Beanstalk Enormous Turnip The Gingerbread Man A Seed in Need Tiny Seed The Bad Seed Super- tato.</p> <p>Old MacDonald had a farm Mary, Mary, quite contrary The wise man built his house upon the rock</p>	<p>What the Lady Bird Heard The Bad Tempered Ladybird Goldilocks and the three bears Super- worm Snail Trail Minibeast: Ladybird first fabulous facts'</p> <p>Wheels, wings and other things Elves and the Shoe Maker Mr Gumpy's Outing Mrs Armitage on Wheels The Magic Train Ride</p> <p>Wheels on the bus Row, row, row your boat The Big ship Sails God save the queen</p>

Writing	<p>Children will enhance early writing skills with fine motor activities daily to develop their muscles for writing. Children will participate in a writing activity every day. Children learn to write own name and form recognisable letters. To hold a pencil effectively for fluent writing using an appropriate grip. Children will identify letters of the alphabet and use their phonics knowledge to write simple words, captions moving towards structuring a simple sentence. Children will be provided with continuous opportunities for incidental writing in all areas.</p>		
	<ul style="list-style-type: none"> • Beginning to form lower-case and capital letters correctly; • Being more confident in writing identifiable shapes and letters; • Segmenting and blending the sounds in simple words and naming sounds; • Spelling words by identifying the sounds and then writing the sound with letter/s; • Talking about sentences and starting to write short sentences; • Starting to use full stops and capital letters in the correct places. 	<ul style="list-style-type: none"> • Using their phonic knowledge to write words in ways which match their spoken sounds; • Writing some irregular common words; • Writing simple sentences which can be read by themselves and sometimes by others; • Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words; • Re-reading what they written to make sure it makes sense. 	<ul style="list-style-type: none"> • 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.
Phonics and Reading	<p>Children will respond appropriately to questions about texts they have heard or read with relevant comments. Children will be regularly introduced to new vocabulary through individual, whole class and small group conversations. Children will be exposed to and share a variety of texts including nursery rhymes, poems, traditional stories, fiction and non-fiction texts. Children will extend their vocabulary and understanding of new words through speaking and listening activities, word of the day and a variety of texts. Children will be able to identify and continue a rhyming string.. Children will use phonics knowledge to identify letters of the alphabet, initial sounds moving towards digraphs and trigraphs in words. Children are taught to segment, blend and hear sounds in words. Children will learn to read, recognise and spell frequently used common exception words by sight .Children will be able to read simple CVC words, captions and sentences in texts and their environment. Children read daily in school and are expected to read their book at home and have their reading diary completed once they have been heard read.</p>		
	<ul style="list-style-type: none"> • Joining in with rhymes and stories; • Joining in with the rhythm of well-known rhymes and songs; • Recognising their own name; • Identifying sounds in words, in particular, initial sounds; • Segmenting and blending simple words demonstrating knowledge of sounds (with support); • Linking sounds to letters in the alphabet. • Holding a book, turn the pages and indicating an understanding of pictures and print; • Telling a story to friends. 	<ul style="list-style-type: none"> • Reading individual letters by saying the sounds for them; • Reading simple words and simple sentences; • Identifying rhymes; • Blending sounds into words, so that they can read short words made up of known letter–sound correspondences; • Reading some letter groups that each represent one sound and say sounds for them; • Reading a few common exception words matched to the school’s phonic programme; • Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Talking about events and characters in books; • Making suggestions about what might happen next in a story; • Reading simple words and simple sentences; • Talking about their favourite book; • Using vocabulary and events from stories in their play; • Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> • 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. • 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, poems and during role play.

<p>Understanding the World</p> <p>Past And Present People and Communities</p>	<p>Children will be able to talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Children will be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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. They will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p>The Natural World</p> <p>History Geography Science</p>	<p>MY WORLD</p> <p>Seasonal changes/ Autumn</p> <p>Knowledge of local area and places in school.</p> <p>Significant people in the community and their lives. (Past And Present)</p> <p>Human body Senses</p> <p>FESTIVALS + CELEBRATIONS</p> <p>Diwali Eid Bonfire Night Hannukah</p> <p>Light And Dark</p> <p>Remembrance Day</p> <p>Cultural differences/traditions in variety of communities. (Dress /Maps)</p>	<p>ANIMALS AROUND THE WORLD</p> <p>Knowledge of different countries. Use maps and globes to locate familiar countries/</p> <p>Understand climates /Pollution Understands processes – seasons and changes of matter</p> <p>Living things and how to care for them.</p> <p>GROWING</p> <p>Naming some parts of plants, flowers. Understands what plants need to grow.</p> <p>Developing understanding of growth and decay.</p> <p>Traditional Tales Environments</p>	<p>MINI_ BEASTS</p> <p>Living Creatures and habitats Life Cycles</p> <p>Recounting Trip</p>	<p>TRANSPORT AND JOURNEYS</p> <p>Vehicles Simple Maps Land /Sea and Air Old and new vehicles</p> <p>Jigsaw – Changes – (Past and Present)</p> <p>Local environments and familiar places.</p>		
<p>RE</p>	<p>Children will 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.</p>					
	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p> <p>Christianity concept: Incarnation</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Key question: What is Easter?</p> <p>Religion: Christianity</p> <p>Christian concept: Salvation</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>
<p>Computing</p>	<p>E- Safety</p> <p>Completing a simple program on the computer-</p> <p>Interacting with age appropriate software- To programme a simple toy.eg: give instruction to a bee – bot / use a camera / I- pad</p>					

<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Art +D&T</p>	<p>Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories.</p>					
	<p>Wassily Kandinsky – dot art (The Dot by Peter Reynolds)</p> <p>Water colours</p> <p>Colour mixing</p> <p>Safely explore a range of materials experimenting with colour design, form and function</p>	<p>Andy Goldworthy Art – Natural materials Collage</p> <p>Fireworks paintings/pictures</p> <p>Rangoli Patterns</p> <p>Safely explore a range of materials experimenting with colour, design, form and function</p>	<p>Howard Butler – Northern Light sketches</p> <p>Northern Lights – Chalks</p> <p>Safely explore a range of materials experimenting with colour, design, form and function</p>	<p>Van Gogh – Sunflowers (Camille and the Sunflower by Laurence Anholt)</p> <p>Painting – Thick and Thin paint brushes</p> <p>Safely explore a range of materials experimenting with colour, design, form and function</p>	<p>Matisse – Snail Collage (Matisse magical trail by Sam Boughton)</p> <p>Safely explore a range of materials experimenting with colour, design, form and function</p>	<p>Range of artist who used recycled materials to create art (Robert Bradford, Steven Rodrig, Guerra de la Paz)</p> <p>Junk Modelling combining materials to make vehicles</p> <p>Safely explore a range of materials experimenting with colour, design, form and function</p>
<p>Music/Drama</p> <p>Being imaginative and Expressive</p>	<p>Children will sing a range of well-known nursery rhymes and songs with their peers and teachers. Continuous opportunities in role play, small world and outdoor areas to allow children to develop storylines, narratives and explore vocabulary in their play. Children will attend singing assemblies and learn traditional songs in line with KS1 as well as daily opportunities to explore instruments, sounds, music and movement.</p>					
	<p>Harvest</p>	<p>Christmas Nativity Performance</p>		<p>Class Assemblies</p>	<p>Verse speaking finals</p>	<p>Sports day dance</p>
<p>Enrichment opportunities</p>	<p>Welly Walk to local park / school grounds</p> <p>Harvest Festival</p>	<p>Pantomime</p>	<p>Safer internet workshop</p>	<p>Spring Walk</p>	<p>School Trip to Farm</p>	<p>Wheels Day</p> <p>Sports Day</p> <p>Swimming</p>