



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
EYFS Area of Learning	Me and My World	Autumn + Festivals	Animals around the world	Growing	Mini- beasts	Transport and Journeys
Communication and Language	<p><b>Listening and Attention:</b> 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><b>Speaking:</b> 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><b>Understanding:</b> 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	Locomotion	Ball skills - hands	Gymnastics	Ball Skills - feet	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>Essentials Maths for EYFs</p>	<ul style="list-style-type: none"> <li>• Recognise, count and order numbers to 5 and beyond. 1 more 1 less</li> <li>• Subitising – notice when patterns are the same or different, make the same values, identify more or less</li> <li>• Counting Skills- Counting reliably using names in order with 1-1 correspondence.</li> <li>• Say which number is 1 more or 1 less than a given number</li> <li>• Ordering and recognising numbers</li> <li>• Comparison – Measures. Talk about size weight and position</li> <li>• Pattern recognition, comparison and identification</li> <li>• Classification – use language to describe everyday shapes and use mathematical language to describe them</li> <li>• Counting to compare numbers.</li> <li>• Count on or back to find answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Thinking - Develop spatial thinking and language linked to position, direction in movements and symbols</li> <li>• Magnitude – Ordering and Estimating</li> <li>• Count reliably with numbers 1-20.</li> <li>• Know the position of numbers to 10 and their relationship to other numbers.</li> <li>• Say which number is 1 more /1 less</li> <li>• Regrouping parts to find total number.</li> <li>• Finding whole and missing parts.</li> <li>• Automatic recall of numbers to 5 and know some number bonds to 10.</li> <li>• Use quantities to add and subtract two single digit numbers.</li> <li>• Begin to count confidently beyond 10, recognising patterns in the number system.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve simple mathematical problems</li> <li>• Doubling, halving and sharing</li> <li>• Begin understanding odd and even numbers</li> <li>• Begin to secure understanding of equal and unequal groups.</li> <li>• Recognise when a share is fair. Consolidation of learning.</li> <li>• Count reliably with numbers 1-20, place them in order and say which number is one more or one less.</li> <li>• Solve simple mathematical problems</li> <li>• Ten and some more- counting beyond 20</li> <li>• Understand patterns in consecutive numbers</li> <li>• Understand groups of ten</li> </ul>
<p>Literacy – Key Texts Nursery Rhymes / Traditional Songs /Stories /Fiction /Non-Fiction Texts</p>	<p>Harry and the Dinosaurs go to school Funny Bones All kinds of people Three Little Pigs</p> <p>Little Red Riding Hood Percy Park Keeper – After the Storm 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>Sam plants a Sunflower Enormous Turnip The Gingerbread Man 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>The Bad Tempered Ladybird Goldilocks and the three bears 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 King</p>
<p>Writing</p>	<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>		
<p>Phonics and Reading</p>	<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 their 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 diagraphs 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 three times a week in school and are expected to read their book at home and have their reading diary completed once they have been heard read.</p>		

	Understanding the World Past And Present People and Communities					
Geography  The Natural World Science  History	Seasonal changes/ Autumn Knowledge of local area and places in school. Cultural differences/traditions in variety of communities. ( Dress /Maps )  Human body  Significant people in the community and their lives. ( Past And Present ) Remembrance Day  Harvest Festival Diwali Eid Bonfire Night Hanukah	Knowledge of different countries. Use maps and globes to locate familiar countries/  Understand climates /Pollution Understands processes – seasons and changes of matter  Living things and how to care for them. Naming some parts of plants, flowers. Understands what plants need to grow. Developing understanding of growth and decay. Environments  Traditional Tales Chinese New Year			Vehicles Simple Maps Land /Sea and Air  Living Creatures and habitats Life Cycles Local environments and familiar places  Old and new vehicles Recounting Trip Jigsaw – Changes – (Past and Present )	
RE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christianity concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Computing	E- Safety Completing a simple program on the computer- Interacting with age appropriate software- To programme a simple toy.eg: give instruction to a bee – bot / use a camera / I- pads					
Expressive Art and Design Art +D&T	Wassily Kandinsky – dot art (The Dot by Peter Reynolds) Water colours  Colour mixing  Safely explore a range of materials experimenting with colour design, form and function	Andy Goldworthy Art – Natural materials Collage  Fireworks paintings/pictures Rangoli Patterns  Safely explore a range of materials experimenting with colour, design, form and function	Howard Butler – Northern Light sketches Northern Lights – Chalks  Safely explore a range of materials experimenting with colour, design, form and function	Van Gogh – Sunflowers (Camille and the Sunflower by Laurence Anholt) Painting – Thick and Thin paint brushes  Safely explore a range of materials experimenting with colour, design, form and function	Matisse – Snail Collage (Matisse magical trail by Sam Boughton)  Safely explore a range of materials experimenting with colour, design, form and function	Range of artist who used recycled materials to create art (Robert Bradford, Steven Rodrig, Guerra de la Paz) Junk Modelling combining materials to make vehicles  Safely explore a range of materials experimenting with colour, design, form and function
Music/Drama Being imaginative and Expressive	Charanga Me!	Charanga –My Stories Christmas Nativity Performance	Charanga - Everyone	Charanga – our World Class Assemblies	Charanga – Big Bear Funk Verse speaking finals	Charanga- Reflect rewind. Replay

Enrichment opportunities	Welly Walk to local park / school grounds	Pantomime	Safer internet workshop	Spring Walk		Wheels Day School Trip to Farm
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