



Tudor Grange Primary Academy Perdiswell – EYFS Curriculum Plan



School: Tudor Grange Primary Academy Perdiswell

Year Group: Reception/ELG

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		<u>All About Me</u>	<u>Celebrations</u>	<u>Space</u>	<u>Traditional Tales</u>	<u>Minibeasts</u>	<u>Mythical Creatures</u>
Reception Core Texts		<p>A great Big Cuddle, We're going on a bear hunt, Owl Babies, Real Superheroes, Percy the Park Keeper, The Body Book, Non – fiction Text about Worcester, Paddington Goes to London, The best Diwali ever, Poppies, Astro Girl, The Three Little Pigs, Jack and the Beanstalk, Superworm, Non-Fiction texts about Minibeast, Mad about Minibeasts, The Knight who wouldn't fight</p> <p>Harry goes to school, Splat the Cat, Percy the Park Keeper – A windy Day, 'Pie Corbett' - Owl Babies, Gruffalo, Blue Penguin, A Little bit of Winter, How to catch a star, Whatever Next, Astro Girl, Handa's Surprise, The Bee Book, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon, Shhhh, 10 Things I can do to help my world,</p>					
Diverse Texts		Lulu's First Day, We are all welcome, Through the eyes of me, Tango makes two, Astro Girl,					
Communication & Language	R	<p>LA&U Learns and uses new vocabulary.</p> <p>Speaking Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>LA&U Listen to and talk about stories to build familiarity and understanding.</p> <p>Speaking Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>LA&U Ask questions to find out more.</p> <p>Speaking Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>LA&U Ask questions to find out more and to check they understand what has been said to them.</p> <p>Speaking Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p>		

	ELG					<p>LA&U</p> <ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> -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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
Theme		Being Me in My World	Celebrating Differences	Healthy Me	Relationships	Changing Me	Dreams and Goals
Personal, Social and Emotional	R	<p>Self-Regulation See themselves as a valuable individual.</p> <p>Managing Self Manage their own needs.</p> <p>Building Relationships Build constructive and respectful relationships.</p>	<p>Self-Regulation See themselves as a valuable individual.</p> <p>Managing Self Manage their own needs.</p> <p>Building Relationships Express their feelings and consider the feelings of others.</p>	<p>Self-Regulation Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Show resilience and perseverance in the face of challenge.</p> <p>Building Relationships Express their feelings and consider the feelings of others.</p>	<p>Self-Regulation Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Show resilience and perseverance in the face of challenge.</p> <p>Building Relationships Think about the perspectives of others.</p>		
	ELG					<p>Self-Regulation</p> <ul style="list-style-type: none"> -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. 	

						<p>-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.</p> <p>Managing Self</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>-Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p> <p>-Show sensitivity to their own and to others' needs.</p>	
Physical	R	<p>Gross Motor</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Fine Motor</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Gross Motor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Gross Motor</p> <p>Further develop and refine a range of ball skills (including: throwing, catching, kicking, passing, batting, and aiming) developing confidence, competence, precision and accuracy.</p> <p>Fine Motor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Gross Motor</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Fine Motor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Gross Motor</p> <p>Fine Motor</p>	<p>Gross Motor</p> <p>Fine Motor</p>
	ELG					<p>Gross Motor</p> <p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Demonstrate strength, balance and coordination when playing.</p>	

						<p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>
Literacy	R	<p>Comprehension</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Talk about familiar stories and share opinions.</p> <p>Word Reading</p> <p>RWI</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Writing</p> <p>Beginning to form lower-case letters correctly.</p> <p>Beginning to form capital letters correctly.</p>	<p>Comprehension</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Talk about familiar stories and share opinions.</p> <p>To make predictions and inferences.</p> <p>Word Reading</p> <p>RWI</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Comprehension</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Talk about familiar stories and share opinions.</p> <p>To make predictions and inferences.</p> <p>Word Reading</p> <p>RWI</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Writing</p> <p>Beginning to write simple phrases and sentences using finger spaces.</p>	<p>Comprehension</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Talk about familiar stories and share opinions.</p> <p>Make links to previously known texts.</p> <p>To make predictions and inferences.</p> <p>Word Reading</p> <p>RWI</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Writing</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	
	ELG					<p>Comprehension</p> <p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-Anticipate (where appropriate) key events in stories.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading</p> <p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-Read words consistent with their phonic knowledge by sound-blending.</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

						<p>Writing</p> <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.
Mathematics	R	<p>Number Count objects, actions and sounds. Subitise.</p> <p>Numerical Patterns Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Number Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p> <p>Numerical Patterns Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Number Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Numerical Patterns Continue, copy and create repeating patterns.</p>	<p>Number Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p>Numerical Patterns Compare length, weight and capacity.</p>	
	ELG					<p>Number</p> <ul style="list-style-type: none"> -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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of the counting system. -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.
Understanding the World	R	<p>Past & Present Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>People, Culture & Communities</p>	<p>Past & Present Compare and contrast characters from stories, including figures from the past.</p> <p>People, Culture & Communities Understand that some places are special to members of their community.</p>	<p>Past & Present Comment on images of familiar situations in the past.</p> <p>People, Culture & Communities Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>The Natural World</p>	<p>Past & Present Compare and contrast characters from stories, including figures from the past.</p> <p>People, Culture & Communities Recognise some similarities and differences between life in this country and life in other countries</p>	

		<u>The Natural World</u> Understand the effect of changing seasons on the natural world around them.	<u>The Natural World</u> Draw information from a simple map.	Recognise some environments that are different to the one in which they live. Understand the key features of the life cycle of a plant and an animal.	<u>The Natural World</u> Draw information from a simple map.		
	ELG					<u>Past & Present</u> -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. -Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture & Communities</u> -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, nonfiction texts and (when appropriate) maps. <u>The Natural World</u> -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							
Expressive Arts and Design	R	<u>Creating with Materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <u>Being Imaginative</u> Listen attentively, move to and talk about music,	<u>Creating with Materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <u>Being Imaginative</u> Watch and talk about dance and performance art,	<u>Creating with Materials</u> Create collaboratively sharing ideas, resources and skills. <u>Being Imaginative</u> Develop storylines in their pretend play.	<u>Creating with Materials</u> Create collaboratively sharing ideas, resources and skills. <u>Being Imaginative</u> Explore and engage in music making and dance, performing solo or in groups.		

		expressing their feelings and responses.	expressing their feelings and responses.				
	ELG					<p>Creating with Materials</p> <ul style="list-style-type: none"> -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. -Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and song. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	