

# Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



\*ELG

## The EYFS Curriculum 2023-2024

Autumn Term	Spring Term	Summer Term
<p>Changing seasons, being healthy, Bonfire Night, Remembrance Day, Diwali, Christmas, families, animals, our local area and homes.</p>	<p>Changing seasons, Easter, Pancake Day, Chinese New Year, Eid, investigating materials, transport, space and places around the world.</p>	<p>Changing seasons, minibeasts, growing, people who help us, looking after the planet and each other.</p>
Communication & Language		
<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>• To show an understanding of 'why' questions, like: "Why do you think the caterpillar got so fat?".</li> <li>• To demonstrate 'good listening' and an awareness that listening is important.</li> <li>• To ask simple questions to find out more and to check they understand what has been said to them.</li> <li>• To show an enjoyment of stories, rhymes, non-fiction and poetry.</li> <li>• To respond to simple questions.</li> <li>• To demonstrate understanding of new vocabulary.</li> <li>• To make comments about what they have read, heard or seen.</li> <li>• To hold a back and forth exchange with their peers and teachers.</li> <li>• To listen to and talk about stories.</li> <li>• To listen to and talk about selected non-fiction to begin to develop new knowledge and vocabulary.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• To participate in small group, class and 1-1 discussion with some encouragement.</li> <li>• To practise their spoken skills in a range of activities such as role play, conversations and storytelling.</li> <li>• To begin to familiarise themselves with a range of poems, rhymes and stories.</li> <li>• To demonstrate some new vocabulary that is influenced by stories heard and books that have been read.</li> <li>• To use a range of social sentences e.g. "Good morning", with prompting.</li> <li>• To speak in full sentences.</li> <li>• To describe events and some key details.</li> <li>• To use past, present and future tenses.</li> <li>• To demonstrate some use of conjunctions such as 'and', 'but', 'because' etc.</li> </ul>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To understand a question or follow an instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>• To understand 'why' questions, like: "Why do you think the caterpillar got so fat?".</li> <li>• To understand how to listen carefully and why listening is important.</li> <li>• To ask questions to find out more and to check they understand what has been said to them.</li> <li>• To engage actively with stories, rhymes, non-fiction and poetry.</li> <li>• To respond to questions.</li> <li>• To demonstrate understanding of new vocabulary.</li> <li>• To ask questions or make comments about what they have read, heard or seen.</li> <li>• To confidently hold a back and forth exchange with their peers and teachers.</li> <li>• To listen to and talk about stories to build familiarity and understanding.</li> <li>• To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• To participate in small group, class and 1-1 discussion.</li> <li>• To further develop their spoken skills in a range of activities such as role play, conversations and storytelling.</li> <li>• To know a range of poems, rhymes and stories</li> <li>• To demonstrate a growing vocabulary that is influenced by stories heard and books that have been read.</li> <li>• To use a range of social sentences e.g. "Good morning".</li> <li>• To speak in full sentences, using conjunctions such as 'and', 'but' and 'because'.</li> <li>• To describe events in detail.</li> <li>• To accurately use past, present and future tenses.</li> </ul>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and 1-1 discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

## Personal Social & Emotional Development

### **Self-regulation**

- To express how they feel.
- To show some understanding about how another person might be feeling.
- To show some control over impulses.
- To follow simple instructions.
- To begin to show perseverance in the face of challenge.

### **Managing self**

- To show increasing independence in attending to their basic needs regarding toileting, hunger and hygiene.
- To speak to others about own needs.
- To follow rules and being to explain the need for them.
- To begin to know and talk about the different factors that support their overall health and wellbeing: - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

### **Building relationships**

- To take turns in conversation and play, sometimes with support.
- To communicate with both adults and children in the setting.
- To see themselves as a valuable individual.

### **Self-regulation**

- To express how they feel.
- To understand how another person might be feeling.
- To control their impulses when necessary.
- To follow instructions.
- Show resilience and perseverance in the face of challenge.

### **Managing self**

- To attend to their basic needs regarding toileting, hunger and hygiene.
- To speak to others about own needs.
- To follow rules and understand the need for them.
- To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

### **Building relationships**

- To take turns in conversation and play.
- To show confidence in communicating with both adults and children in the setting.
- To see themselves as a valuable individual.

### **Self-regulation**

- 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.

### **Managing self**

- 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.

### **Building relationships**

- 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.

## Physical Development

### **Gross Motor**

- To begin to develop skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- To develop ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- To avoid obstacles when running.
- To confidently use a balance bike and begin to use other wheeled toys.

### **Fine Motor**

- To use a spoon or fork to eat independently.
- To begin to use a knife to cut soft food with support.
- To enjoy making marks with a range of tools (e.g. brushes, pens, chalk).
- To develop a dominant hand.
- To draw circles, horizontal and vertical lines.
- To experiment with cutting straight lines, curves and corners with scissors.
- To form recognisable letters for sounds taught so far.
- To use an effective grip with a mark making tool.

### **Gross Motor**

- To continue to develop skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- To develop and refine ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- To develop balance and coordination.

### **Fine Motor**

- To use a knife and fork to eat independently.
- To form most letters of the alphabet correctly.
- To develop the use of a tripod grip when writing.
- To manipulate hand and scissors when cutting.
- To add small details to pictures and paintings.
- To use climbing equipment with skill and enjoyment.
- To jump confidently off apparatus when using play equipment outside.
- To show good posture when working at tables and on the carpet.

### **Gross Motor**

- To develop and refine skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- To develop and refine ball skills including: throwing, catching, kicking, passing, batting and aiming.
- To negotiate space and obstacles safely, with consideration for themselves and others.
- To demonstrate strength, balance and coordination when playing.
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor**

- To form letters accurately.
- To begin to show accuracy and care when drawing.
- To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- To use scissors to cut accurately and confidently.
- To use a fork and knife effectively.

# Literacy

## **Comprehension**

- To listen to stories and make comments on events within the text.
- To make predictions and suggest how a story might end.
- To answer simple 'What or Why questions' about a story.
- To know that information can be retrieved from books/computers/posters.
- To begin to use the language and vocabulary from a book when talking about it.
- Identify characters and settings in familiar books.

## **Reading**

- To enjoy listening to stories and have a love of exploring fiction and non-fiction books.
- To understand that print has meaning and that it is read from left to right.
- To link some sounds to individual letters
- To blend CVC words.

## **Writing**

- To recognise their own name and begin to write it.
- To be able to explain the marks they have made and give meaning to them.
- To break the flow of speech into words.
- To write words using the sounds that they know and will have a go at writing other words.
- To apply their phonics knowledge when working with an adult to scribe their own story.
- To hear, say and write the initial and medial sounds in CVC words.

## **Comprehension**

- To sequence the events in a story (they may use pictures and objects).
- To retell a familiar story using the book or illustrations as a prompt.
- To make predictions and suggest how a story might end.
- To start to use vocabulary and forms of speech that are influenced by their experiences of books.
- To answer simple 'What or Why questions' about a story.
- To know that information can be retrieved from books/computers/posters.
- To understand what they have read. Would be able to match a sentence/word to a picture.
- To increasingly use the language of stories during roleplay/discussions/helicopter story sessions.

## **Reading**

- To enjoy/love listening to and exploring fiction and non-fiction books.
- To understand that print has meaning and that it is read from left to right.
- To link sounds to individual letters and 10 diagraphs.
- To blend and segment words using the sounds that they know.
- To read a few common exception words matched to Read Write Inc.
- To begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

## **Writing**

- To write their own name.
- To form lower-case and capital letters correctly
- To break the flow of speech into words.
- To write simple words using the sounds they know.
- To make phonetically plausible attempts to write more complex words.

## **Comprehension**

- To sequence the events in a story.
- To make predictions and suggest how a story might end.
- To retell some familiar stories.
- To start to use vocabulary and forms of speech that are influenced by their experiences of books.
- To answer simple 'what' or 'why' questions about a story.
- To know that information can be retrieved from books/computers/posters.
- To understand what they have read.
- To match a sentence/word to a picture.

## **Reading**

- To enjoy/love listening to and exploring fiction and non-fiction books.
- To understand that print has meaning and that it is read from left to right.
- To say a sound for each letter in the alphabet.
- To identify and name the Set 1 and 2 sounds.
- To blend and segment words using known sounds.
- To read some few common exception words matched to the school's phonic programme.
- To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **Writing**

- To correctly form letters.
- To write words using the sounds that they know and will make phonetically plausible attempts to write more complex words.
- To write a short story independently which I can share with an adult and my peers.
- To write simple phrases and sentences that can be read by others.
- To show some use full stops and finger spaces.
- To include new vocabulary in own stories and writing.

## Mathematics

- To be able to count forwards to 10.
- To use shapes to make pictures and models.
- To describe the properties of simple shapes.
- To name some 2D and 3D shapes.
- To subitise small quantities (below 5).
- To begin to recognise patterns and be able to continue, copy and create them.
- To begin to compare length, weight and capacity.
- To begin to compare quantities with language of more and fewer.
- To show a number below 5 in a range of ways (e.g. with fingers, objects, on a tens frame).
- To join in with number songs.
- To give meaning to marks to represent numbers.
- To demonstrate an understanding of using 1 object for each item when counting.

- To have a good understanding of numbers to 10.
- To be able to count forwards and backwards to 10.
- To know names and properties of some 2D shapes.
- To know names of 3D shapes.
- To subitise small quantities (up to 5).
- To begin to demonstrate understanding of the composition of numbers up to 10
- To add and subtract confidently using resources.
- To compare quantities with the language of more, fewer and the same/equal to.
- To begin to understand the meaning of, and how to half or double.
- To have a simple understanding of time and use appropriate vocabulary.
- To explain their reasoning verbally to another peer or adult.
- To continue, copy and create repeating patterns.
- To compare length, weight and capacity.
- To recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) including double facts.

- To be able to count beyond 20 recognising the pattern of the counting system.
- 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.
- To know names and properties of 2D shapes.
- To know names of 3D shapes.
- To subitise small quantities up to 5.
- To demonstrate understanding of the composition of numbers up to 10.
- To add and subtract confidently using resources as needed.
- To understand the meaning of, and how to half or double.
- To have a simple understanding of time and use appropriate vocabulary.
- To explain their reasoning verbally to another peer or adult.
- To continue, copy and create repeating patterns.
- To compare length, weight and capacity.
- To 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.
- To 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

### Natural world

- To use their senses to explore the natural world and describe what they discover.
- To experience and notice differences in seasons.
- To experience and describe different sorts of weather.
- To know names of and begin to describe different animals.
- To talk about what they observe when simple changes to materials take place (e.g. melting chocolate or ice).
- To show understanding that we need to care for living things like plants and insects.
- To use their senses to explore the natural world and describe what they discover.

### Past & Present

- To talk about lives of people around them e.g. their family and lives of those in wider community.
- To develop an understanding of yesterday, today and tomorrow.
- To understand and use words such as yesterday, tomorrow, today, last week, a long time ago.

### People, Culture & Communities

- To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc.
- To show an interest in maps.
- To know that some places are special to members of their community e.g. church, mosque, gurdwara, visit to the church at Christmas.
- To know that some families mark festivals of Christmas and Diwali, Eid, Chinese New Year and know how these may be celebrated.
- To talk about their family and demonstrate understanding of their own personal history.
- To begin to understand some of the similarities and differences between people (e.g. families, faiths).
- To understand that people come from different countries and that these are different places.
- To show an interest and some understanding of different occupations.

### Natural world

- To experience, observe and notice differences in seasons.
- To experience and describe different sorts of weather.
- To know names of and begin to describe different (animals, reptiles and fish).
- To comment on and show curiosity about things they notice within the natural world.
- To talk about what they observe with greater detail when simple changes to materials take place (e.g. "The ice has melted, it's a big puddle now!"). Explore this in relation to things like melting, freezing, evaporating, floating, sinking, magnetism.
- To begin to use scientific vocabulary to describe the natural world (e.g. soil, roots, stem).
- To make simple drawings of natural objects.

### Past & Present

- To talk about lives of people around them e.g. their family and lives of those in wider community.
- To understand and use words such as yesterday, tomorrow, today, last week, a long time ago.
- To know life was different in the past.
- To compare and contrast differences between past and present situations.
- To use topical vocabulary when discussing observations.

### People, Culture & Communities

- To know they live in Hose and that Hose is in England.
- To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc.
- To begin to recognise some similarities and differences between life in this country and life in other countries.
- To talk about what a map is for.
- To talk about the similarities and differences between people (e.g. families, faiths).
- To understand that some places are special to members of their community.
- To share their knowledge of a range of different festivals and celebrations and say why they are important.

### Natural world

- To understand changes in the natural world including seasons.
- To experience and describe different sorts of weather and discuss these in relation to seasonal changes.
- To know names of and begin to describe different animals, reptiles and fish.
- To know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- To ask questions and to be involved in finding the answer.
- To experience and understand changing states of matter such as melting, freezing and evaporating.
- To experience and understand concepts such as floating, sinking and magnetism.

### Past & Present

- To talk about the lives of the people around them and their roles in society.
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.
- To understand and use words such as yesterday, tomorrow, today, last week, a long time ago.

### People, Culture & Communities

- To know they live in Hose and that Hose is in England.
- To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc.
- To recognise some similarities and differences between life in this country and life in other countries.
- To talk about what a map is for and what they observe.
- To talk about the similarities and differences between people (e.g. families, faiths).
- To understand that some places are special to members of their community.
- To know that some families mark different festivals such as Christmas, Diwali, Eid, Chinese New Year and know how these may be celebrated.
- To know some similarities and differences between different religious and cultural communities in this country.

## Expressive Arts & Design

- To enjoy exploring and experimenting with a range of media and materials.
- To show some understanding of safety when using a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques.
- To look at works of art created by others.
- To share their own creations.
- To observe and create simple drawings inspired by the world around them.
- To begin to experiment with colour, design, texture, form and function.
- To look at models and structures made by others.
- To listen to different types of music.
- To sing a range of well-known songs and rhymes.
- To explore different instruments.
- To move in time with music.
- To talk about loud and quiet.
- To perform songs, rhymes and poems with others.
- To begin to plan their creations.
- To begin to reflect on what they have created and say what they like about it.
- To develop story lines through small world and roleplay.

- To enjoy exploring and experimenting with a wide range of media and materials.
- To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques.
- To look at works of art created by others and comment on what they see.
- To share their own creations and begin to explain the processes they have used.
- To observe and draw inspired by the world around them.
- To experiment with colour, design, texture, form and function and begin to make choices on these depending on the desired design.
- To look at models and structures made by others and comment on what they see.
- To listen to and talk about different types of music.
- To sing a range of well-known songs and rhymes.
- To explore and begin to know the names of different sorts of musical instruments.
- To move in time with music, showing some awareness of rhythm.
- To talk about loud and quiet.
- To hold a steady beat.
- To perform songs, rhymes and poems with others.
- To plan their creations and begin to reflect on how their plan and finished design relate.
- To reflect on what they have created and say what they like about it or would change about it.
- To begin to include more complex narrative in their pretend play and build upon the ideas of others.

- To enjoy exploring and experimenting with a wide range of media and materials and choose particular materials for a purpose.
- To safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
- To comment on the work of other artists and talk about how their artwork may have been created.
- To show pride in sharing their creations and explain the processes they have used.
- To closely observe and draw inspired by the world around them.
- To experiment with colour, design, texture, form and function and make choices on these depending on the desired design.
- To look at models and structures made by others and talk about how they may have been created.
- To listen to and talk about different types of music.
- To sing a range of well-known songs and rhymes and enjoy performing.
- To know the names of different sorts of musical instruments and how they can be played.
- To move in time with music, showing an awareness of rhythm.
- To talk about loud and quiet.
- To hold a steady beat.
- To perform songs, rhymes and poems with others. When appropriate try to move in time with the music.
- To plan their creations and reflect on how their plan and finished design relate and how their creation could be improved.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- To include more complex narrative in their pretend play and build upon the ideas of others.