

**Individual Key Stage Curriculum Overview : Willows Class EYFS -**

**Quality Texts Key (supports with teaching of):** love of reading, grammar elements, poetry, character descriptions, story structure, instructions, non-chronological report features, letter features, vocabulary building

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| **CYCLE B** |
| **Topics** | **SUPERHEROES** | **ON THE MOVE** | **BY THE SEASIDE** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Stunning Start** | Starting School |  |  |  |  |  |
| **Fabulous Finish** |  | Christmas PlayClass Assembly |  | Class Assembly |  | Class Assembly |
| **Visits & Visitors** | Stickman Theatre VisitHarvest Church Visit  | Pantomime | Amblerley Museum |  | Knepp estate |  |
| **Key Quality Texts** | Colour Monster’s Starting SchoolGuess Who GameLet’s Start Science – Tastes good!, Smell it!, Hear this!, Look here!, Touch that – outside In, Human Body, Sound and Hearing, Light and Dark, Health and Growth, Your Body, Why do we eat? – You’ll soon grow Alex, Superkid | The Jolly Christmas PostmanChristmas in Exeter StreetDear Santa, Harvey Schlumfenberger’s Christmas PresentNon-fiction – Police, Fire, Health ProfessionalsWhere the Poppies Now GrowRemembrance Day and the Poppy, Poppy Day, Ava’s Poppy, Guy Fawkes and the Gunpowder Plot, Guy Fawkes for Kids, Mr. Fawkes, The King and The Gunpowder Plot | Into the Woods, We’re Going on a Bear Hunt, Penguin Small, Up and Down the Andes, The Bus is for Us – Michael Rosen, Mountain books, Antarctica animals, Mrs. Armitage on Wheels. Wheels,  | Oliver’s Journey, Bikes, Deserts, Over in the Jungle, The Animal Boogie, Through the Jungle. Van Gogh, Granny Went to Market, | The Sharing Shell by Julia Donaldson Tiddler by Julia Donaldson Non-fiction sea creatures That’s Not my Daffodil The Odd Egg by Emily Gravett Read me first Poems Hen’s Song by Rose Fyleman, from Puffin Fantastic First Poems The Egg Drop by Mini Grey The Ugly Duckling | Lighthouse keepers lunch Whale BoyNon-fiction sea creaturesShark in the ParkThe Ugly DucklingHow do Eggs Hatch? |
| **Communication and Language** | Read, Write, Inc – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in storiesLearn Harvest song – say nursery rhymes and counting rhymesMake up stories/events in Home Corner, Small World and Construction areas. Learn to talk to adults and peers Talk about donations – tinned and fresh which would be best?Talking about Senses&Superheoes | Read, Write, Inc – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in storiesTalking about Seasonal greetingsSequencing events, stories and tasks. Postman role play.Emergency services role playChristmas Play. | Read, Write, Inc – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in storiesUnderstand how to listen carefully and why listening is important. Listen to animals in the Forest, listen to stories and talk about them. Talk about investigating ice and cold places. Talk about transport used in cold places. Role play Penguin Small.  | Read, Write, Inc – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories. Talk through EAD projects with adults and peers. Use new vocabulary in small world, EAD and mark making.Speak confidently in Class AssemblyRe-tell stories and use recently learnt vocabulary. | Read, Write, Inc – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories | Read, Write, Inc – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories. |
| **Literacy****Comprehension** | RWI – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.Name the season. Describe self-portraits. Understand who ME is.Connect ideas about the senses and express them. | RWI – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.Answer how and why questions in response to stories and events.Share feelings/emotions when learning about Remembrance. Use past, present and future forms. | RWI – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  | RWI – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Labelled diagrams. Sentences to describe places. | RWI – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | RWI – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| **Literacy****Word Reading** | RWI – Say a sound for each letter in the alphabet Read words consistent with their phonic knowledge by sound-blending – Sound blending booksRead some common exception words | RWI – Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Sound blending books, Red Ditty Photocopy Sheets, Red Ditty Books | RWI – Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Red Ditty Books, Green Books | RWI – Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Red Ditty Books, Green Books, Purple Books | RWI – Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.Speed Sounds 2Green, Purple and Pink books | RWI – Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.Speed Sounds 2 and 3Green, Purple and Pink Books |
| **Literacy****Writing** | RWI – Write recognizable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by othersUse initial sounds to write words to describe themselves and label pictures of bodies and food.Use initial sounds and some common exception words to write feelings/emotions.  | RWI – Write recognizable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by othersUse initial sounds and S1 digraphs to write a simple seasonal greeting.Describe a firework/bonfire. Label a church. Write letter to Father Christmas. Gift labels.  | RWI – Write recognizable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by othersSequence a familiar story using own words. Use recently acquired vocabulary in small group learning and independent role play. Anticipate events in stories. Labels and captions. Descriptions. | RWI – Write recognizable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by others.Labelled diagrams. Sentences to describe places. | **Read, Write, Inc** – re-tell stories using their own words and new vocabulary, anticipate key events in stories, understand new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Red Ditty Books, Green BooksPhonics – Speed sounds 1, blending and digraphsSpeed sounds 2 – ay ow oo ee oo (book) igh or ou air oy ar irRead words using phonic knowledge.Connect ideas to explain why young are born in spring.Use phonic knowledge to write words. | **Read, Write, Inc** – re-tell stories using their own words and new vocabulary, anticipate key events in stories, understand new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Red Books, Green Books, Purple booksPhonics – Speed sounds 1, blending and digraphsSpeed sounds 2 – consolidation |
| **Maths** | Counting songs Match and sort Compare amountsCompare size, mass and capacity  | Representing 1,2,3Comparing 1,2,3Composition of 1,2,3 Circles and triangles Positional language Representing numbers to 10 | Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity 6,7,8Combining 2 amounts Making pairs | Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 | Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Adding moreTaking away Compose and decompose | Doubling Sharing and groupingEven and odd Spatial reasoning Visualise and build |
| **Maths****Numerical Patterns** |  | Exploring pattern 5 One Exploring patternShapes with 1 to 4 sidestime | Length and height time | 3D shapes Spatial awarenesspatterns | Match, rotate, manipulate Spatial reasoning | Deepening understanding Patterns and relationships Spatial mappingmapping |
| **Understanding of the World****Past and Present** | Talk about events in theirs and their families lives now and in the past. | Talk about past and present events – Bonfire Night and Remembrance. Know similarities and differences among families, communities and traditions. – Harvest, Christmas, Diwalli, Bonfire Night and Remembrance Day. | Comparing vehicles that Scott used in the Antarctic and now. | What did bikes, buses and aircraft first look like? How did we first fly? |  | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Changing cultural and religious nature of Britain. |
| **Understanding of the World****People, Culture and Communities** | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and mapsHarvest Festival – Church visitChristian signs & symbolsDiwalli | ChristmasIncarnation (UC)Hannukah and Christmas Around the World They notice similarities and differences between these diverse celebrations. Learn about the past in Britain from earliest times to now. Use different ways to find out about History. Mary and Jesus as Superheroes. | Judaism – Know some similarities and differences between different religious communities. Religious places and festivals. Epiphany - Christianity | SalvationEaster – God the Son – God the Holy SpiritPupils can ask how and why questions about Easter and God the Holy Spirit to gain a deeper understanding by using religious artefacts, pictures, and books. Pupils can explain their understanding of stories, beliefs, and views. • Pupils can talk about past events from their own experiences such as celebrations of Easter and special family times.  | CreationCreation – God the FatherUsing stories, pupils generate an understanding of right and wrong and how people make these choices. • Pupils begin to unpick the meaning of the religious creation stories. Pupils can listen to different religious and cultural stories about the Creation and recall key events. • Pupils can listen to stories about the Creation and ask appropriate questions. | 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.IslamThe five Pillars of IslamMosqueIslamic festivals |
| **Understanding the World****The Natural World** | Identify and describe a range of familiar fruit and vegetables. Sort Harvest foods. Learn about processing foods. Make observations of animals and plants and explain why some things occur, and talk about changes – seasons – Autumn. Senses, our bodies.  | Make observations of seasons, animals and plants and explain why some things occur.Seasons – Autumn and Winter Talk about events in theirs and their families – past and present. Know about the similarities between themselves and others. | Seasons – WinterUnderstand the past through settings, characters and events encountered in books read in class and storytelling. | Spring – first signs of spring |  | 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.  |
| **Personal, Social Emotional Development****Building Relationships** | Work and play cooperatively and take turns with othersForm positive attachments to adults and friendships with peersShow sensitivity to their own and to others’ needs. Learn about the Feelings Monsters and how we can learn to recognize how we feel when we experience different emotions and recognize them in others. Match the faces/monsters to the emotion when opening present they like or don’t like. | Work and play cooperatively and take turns with othersForm positive attachments to adults and friendships with peersShow sensitivity to their own and to others’ needs How does it make people feel? What other things do we do at Christmas to make people happy? | Work and play cooperatively and take turns with othersForm positive attachments to adults and friendships with peersShow sensitivity to their own and to others’ needs. How to stop the Polar Bears from bullying Penguin Small.Choose the right way to move in icy conditions. Choose the right clothing for icy conditions.  | Work and play cooperatively and take turns with othersForm positive attachments to adults and friendships with peersShow sensitivity to their own and to others’ needs. Choose the right clothing for different temperatures. How to look after each other in different environments. How to look after animals in different environments. | Work and play cooperatively and take turns with othersForm positive attachments to adults and friendships with peersShow sensitivity to their own and to others’ needsPlay on a small scale with peers.Talk about belongingDiscuss ways to solve problems with friendsUnderstand how unkind words can make others feel | Work and play cooperatively and take turns with othersForm positive attachments to adults and friendships with peersShow sensitivity to their own and to others’ needs |
| **Expressive Arts & Design****Creating with Materials** | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Material blackberry dyeing. Sawing wood for a frame. Scissors to cut paper. Cooking utensils.Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. 3 little pigs, 3 billy goats gruff, Goldilocks.Junk modelling – making superheoes, playdough | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Poppies – painted, printed, sewn. Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories.Christmas cards, poppy field cloths, poppies, wreaths | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Make vehicles for the right conditions – junk modellingAdapt vehicles for icy conditions.Share their creations, explaining the process they have used. Explain how you made your vehicle.Make use of props and materials when role playing characters in narratives and stories. Small world for different environments. Story small world role-play. Painted vehicles and environments. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Design and make a vehicle of your choice.Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. Torn paper mountains.  | 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. Use construction with increasing control to make changes. Clay duckling – woolly peg lamb - Adapt my work to improve it. | 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. |
| **Expressive Arts & Design****Being Imaginative and Expressive** | Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs. Number rhymesPerform songs, rhymes, peoms and stories with others, and (when appropriate) try to move in time with music. Harvest songs and rhymes, body songsSelf-portraits, vegetable printing,Role play emergency services, shops, schools  | Christmas songs and carols. Nursery Rhymes and number rhymes. Junk modelling instruments. Poppy making– hand Christmas TreeRole-play Postman, Christmas story | Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, peoms and stories with others, and (when appropriate) try to move in time with music. | Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, peoms and stories with others, and (when appropriate) try to move in time with music. Easter hymns.Class Assembly – counting songs  | Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, peoms and stories with others, and (when appropriate) try to move in time with music. Adapt 5 little ducks to class egg hatching.Talk about changes in animals.Use different paint techniques to paint a blossom treeRole play – spring gardenRole play – Easter Story | Invent, adapt and recount narratives and stories with peers and their teacher.  |
| **Physical Development****Gross Motor Skills** | Demonstrate strength, balance and coordination when playing. Willows garden-castle and climbing frame. Field trim-trail. Moving in different ways. Ball control. Multi-skills. | Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Gymnastics. | Negotiate space and obstacles safely, with consideration for themselves and others and conditions.Dance – music and movement | Negotiate space and obstacles safely, with consideration for themselves and others. – Multi-skillsParachute games | Negotiate space and obstacles safely, with consideration for themselves and others. Bikes and ball games. Country dancing | Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - Athletics |
| **Physical Development****Fine Motor Skills** | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paintbrushes and cutlery.Begin to show accuracy and care when drawing. Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Scissor control for cutting out portrait. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors- cut out and order stories. Paintbrushes of differing sizes to explore colour mixing and cutlery at lunchtimes.Scissor control for cutting out hands and poppies. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Writing HAS and CAS. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases- RWI and topic writing. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases-RWI BAS and Write about. Topic writing. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. RWI BAS and Write about. Topic writing. |