

Portishead Primary School EYFS Curriculum

EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World		What makes me Special?	Who lives in a land far away?	What happens when it's chilly?	Who can Help?	What's in your Garden?	What's it like in our World?
	Performances, Wow days, Visitors, Trips and Exhibitions.	Show & Tell: Sharing Family Photos with their class Meeting the school community Making Bread	The Nativity Diwali Firework Night Theatre Visit Road Safety Week Children in Need	Chinese New Year	Visits from dentist, doctor, nurse, firefighter, vet Trip-Lifeboat Station (Beach & Water Safety) Superhero WOW Day!	Visit to local park Butterfly Lifecycle Bird Watch Class Assembly	Litter picking Trip to Farm Healthy Schools Week & Sports Day Dental Buddy Local Library Visit – Summer Reading Challenge
	Core Texts	The Little Red Hen The Invisible String – Patrice Karst The Leaf Thief – Alice Hemming Incredible Me – Rhys Brisenden Elmer - David McKee	Lighting a Lamp – Jonny Zucker Three Little Pigs - Axel Scheffler The Gingerbread Man – Pi Corbett	Charlie Crow in the Snow – Paula Metcalf The Rabbit the Dark & the Biscuit Tin – Nicola O'Byrne Blue Penguin Freezing Poles The Last Polar Bear	Rabbits Don't Lay Eggs - Paula Metcalf (Easter Week) The Marvellous Doctors for Magical Creatures – Jodi Lancet Grant Spring time story	Jack and the Beanstalk - Traditional Extraordinary Gardner Tad – Benji Davies Ruby Plants a Radish	Bringing the Rain to Kapiti Plain – Verna Aardema Handa's Surprise - Eileen Browne The Oak Tree Julia Donaldson
	Thematic Texts	Rhyming stories - Julia Donaldson The Girl with two Dads – Mel Elliott The Pirate Mums – Jodi Lancet Grant Big book of Families – Mary Hoffman So Much – Trish Cooke Incredible You	Rama & Sita – Malachy Doyle Binny's Diwali The Three Little Wolves and the Big Bad Pig – Eugene Trivizas There is no Big Bad Wolf in this Story – Lou Carter The Nativity The Christmas Story Little Owl and the Christmas Star – Mary Murphy	Chinese New Year Race Story – Traditional Wide Awake Hedgehog - Rosie Wellesley	Non-Fiction - People Who Help Us A Superhero like you Dr Ranj George saves the world by lunchtime – Jo Readman The Magic Paintbrush – Julia Donaldson Supertato stories – Paul Linnet & Sue Hendra	Non-Fiction Texts – Lifecycles The Very Hungry Caterpillar – Eric Carl Seasons Come, Seasons Go Tree – Britta Trekentruck The Tiny Seed – Eric Carl Jasper's Beanstalk	The Proudest Blue- Ibtihaj Muhammad Martha Maps it out -Leigh Hodgkinson The Koala Who Could – Rachel Bright (transition) Handa's Hen Baby goes to market
	People & Communities	Sharing Family photos with their new class community. School tour Discussing & comparing nursery with school LSP UW Who am I? Talk about members of their immediate family and community. - Get to know members of their class -Discuss other people who help them, including teachers, wider family & familiar members of their community -Talk about who they live with, including siblings and pets. -Identify different groups that they belong to -Understand that there are many different families (tell the difference between real and fiction) Draw information from a simple map: drawing simple maps of familiar places imaginary or real -Discuss where the character in the story went -Create a shared map with your classmates -Discuss the route the Little Red Hen took -Begin to create their own map of WTLH story using construction, drawings and pictures from the story	Diwali- Festival of light Christmas Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas, CNY) -Learn about communities of people and their traditions (through stories, videos & visitors) -Build rich vocabulary to enable them to describe their own lives and the lives of others -Understand that some places are special to members of their community -Begin to know about their own cultures and beliefs and those of other people -Recognise that people have different beliefs and celebrate special times in different ways.	Chinese New Year Celebrations	Visiting Heroes within our community Name and describe people who are familiar to them. -Talk about people who children have come across who help them (shop assistants, doctors, teachers, hairdressers etc) -Extend knowledge of People who help us in our community by first hand experiences with a variety of community workers -learn key vocabulary related to the names and roles of 'people who help us' within our community,	Learning about the local environment	Learning about life in other countries Recognise some similarities and differences between life in this country and life in other countries. - Recognise some similarities and differences between life in this country and life in other countries -Learn, understand and use vocabulary to describe contrasting locations -Bring the wider world into the classroom (books, video clips, shared texts) and encourage children to discuss what they notice Talk about the similarities and differences between life in this country and life in other countries Draw information from a simple map: drawing simple maps of familiar places imaginary or real- Draw attention to the immediate environment - Look at aerial views of the school setting, commenting and recognising what they notice (roads, open spaces, buildings) -Understand how to label a simple map -Children to create their own simple maps of their immediate environment & imaginary story settings

	Past & Present	<ul style="list-style-type: none"> - Explore key vocabulary related to family members - Name their family members and the relation they are to them. - Share what they like to do with their family and places they visit. - Discuss similarities and differences between families. 	<p>Remembrance Day</p> <ul style="list-style-type: none"> -Look closely and comment upon at artefacts and images from the past (Evacuee Suitcase & Black & White Photographs) -Discuss what life might have been like then -Discuss similarities and differences (trains, clothing, toys) -Order events from past to present, understanding that things happened before they were born <p>-Discuss images of familiar situations in the past e.g. Christmas/Birthdays. Show photos of how Christmas used to be celebrated in the past and discuss what is the same/different with how they celebrate.</p>	<ul style="list-style-type: none"> -Explore how climate change is affecting the polar regions. - Learn about rubbish and how they can help care for our world. 	<ul style="list-style-type: none"> - Explore how the different jobs have changed (past and present). --Identify the role of professions in their community. How do they help us? -Share their own experiences linked to 'People Who Help Us' 		<ul style="list-style-type: none"> -identify how they have changed over time. -Discuss what you could/couldn't do as a baby and compare it to them in the present day. (Jigsaw link)
	The Natural World	<p>Seasonal Changes - Autumn</p> <p>Exploring autumnal vegetables & natural artefacts</p>	<p>Seasonal Changes – Winter</p> <p>Hibernation, migration,</p>	<p>Hot & Cold Melting Experiment (observe a change of state)</p> <p>Ice Exploration</p> <p>Light & Dark</p> <p>nocturnal/ diurnal animals</p>	<p>Seasonal Changes - Spring</p> <p>The 3 Rs (Recycling, repairing, reusing)</p> <p>Exploring waterproof materials</p> <p>Floating & Sinking</p> <p>Looking after our World</p>	<p>Seasonal Changes - Summer</p> <p>Lifecycles of plants: Planting, Growing, & caring for plants.</p> <p>Lifecycles of animals, insects. Growing, changing</p> <p>Bug Hunts</p>	<p>Create maps of familiar places/ routes</p> <p>The world- map / globe work.</p> <p>Comparing climates</p>
		<p>Autumn - Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside -Learn specific vocabulary to enable them to explain their understanding of the changing seasons - Describe what happens to animals and plants during Autumn – How do they behave differently? -Include what humans need to do (clothing, sun safety, keeping dry) -Observing and recording the weather 	<p>Explore the Natural World around them (Light & Dark)</p> <ul style="list-style-type: none"> -Understand what a shadow is and how it is made -Explore how you can shine light through some materials from one side to the other, but not others. -Learn, understand and use new scientific vocabulary (transparent, translucent, opaque). 	<p>Winter - Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> -see Autumn <p>Explore the Natural World around them (Hot & Cold)</p> <ul style="list-style-type: none"> -Understand and use scientific language (solid, liquid, freeze, melt, water, ice, temperature) -Use first hand experience to investigate water in different states -Talk about the difference between materials and changes that they notice (melting/freezing) -Science investigation – melting ice cube in different temperatures 	<p>Explore the Natural World around them (Forces)</p> <ul style="list-style-type: none"> -Understand and use scientific language (push, pull, float, sink, attract repel) to explain and forces that they observe -Understand that some objects will float and some will sink when placed in water -Understand that a magnet can attract an object and why this is <p>Spring - Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> -see Autumn 	<p>Explore the Natural World around them (Observational drawing of animals & plants)</p> <ul style="list-style-type: none"> -Through books, videos and first-hand experiences understand life cycle of plants and animals including the changing stages -Learn names and identify some creatures and plants -Discuss what they notice using new vocabulary -label parts of a plant or animal -Understand what plants and animals need to survive and grow, showing understanding through their actions 	<p>Summer - Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> -see Autumn <p>Recognise some environments that are different from the one in which they live.</p> <ul style="list-style-type: none"> -Understand similarities and differences between life in this country and life in other countries -Understand that some environments are different to the one they live in -Contrast a range of environments and name specific features of the natural world
	RE (AMV)	Special me. Who are we?	Special Times: Christmas and Hanukkah	Special Places Church and Synagogue	Special Times Easter and Passover	Special Stories-God/Creation	Special Stories/ Jesus
	E Safety	<p>Self-image and identity</p> <p>Recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Online Bullying</p> <p>Describe ways that some people can be unkind online.</p>	<p>Privacy and Security/Internet Safety day</p> <p>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p>Health, well-being and Lifestyle</p> <p>Identify rules that help keep us safe and healthy in and beyond the home when using technology</p>	<p>Online Relationships</p> <p>Recognise some ways in which the internet can be used to communicate.</p>	<p>Online Reputation</p> <p>I can identify ways that I can put information on the internet.</p>
	Writing Outcomes	<p>Family portrait – Assessment Piece</p> <p>How to hold a pencil – Point, Pinch, Flip</p> <p>Name writing</p> <p>Writing CVC characters from LRH – hen, cat, dog</p>	<p>LSP – English Hub Writing Progression</p> <p>Three Little Pigs</p> <p>Speech bubbles of Gingerbread Man</p> <p>Christmas Card inserts – name focus</p>	<p>LSP – English Hub Writing Progression</p> <p>The Goat The Stoat and The Boat</p> <p>Phase 3 captions/ sentence (punctuation focus – finger spaces, capital letters, full stops)</p> <p>Mother's Day Cards</p>	<p>LSP – English Hub Writing Progression</p> <p>Phase 4 sentence writing – Dictated sentences.</p> <p>Non-fiction: Instructions for planting Seeds, labelling life cycle diagrams, drawing and labelling maps, letters & postcards</p>		
	ULS Phonics	Phase 1 – oral segmenting & blending Phase 2	ULS Phase 3	ULS Phase 3 Mastery	ULS Phase 3 Mastery	ULS Phase 4	ULS Phase 4 Mastery
	Maths Mastering Number	<p>Mastering Number</p> <p>Subitising to 3</p> <p>Counting skills</p> <p>Explore how all numbers are made of 1s</p> <p>Composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparing sets just by looking</p> <p>Language of comparison - more than/fewer than</p> <p>White Rose</p> <p>Match, sort and compare amounts</p> <p>Comparing size, mass and capacity Making simple patterns</p>	<p>Mastering Number</p> <p>Counting skills</p> <p>'Five-ness of 5 using one hand and the dice pattern 5</p> <p>Comparison of sets</p> <p>Language of comparison more than, fewer than an equal number</p> <p>Explore concept of 'part' and 'whole'</p> <p>Composition of 3, 4 and 5</p> <p>Practise object counting skills</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p> <p>White Rose Maths</p> <p>2D shapes</p>	<p>Mastering Number</p> <p>Subitise within 5 (dice patterns) Matching numerals to quantities (within 5)</p> <p>Counting – ordinality and the 'staircase' pattern the previous number Focus on 5</p> <p>Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than. Fewer than, an equal number to</p> <p>Make unequal sets equal</p> <p>White Rose Maths</p> <p>Comparing mass</p> <p>Comparing capacity</p>	<p>Mastering Number</p> <p>'Staircase' pattern and ordering numbers</p> <p>Ordering of numbers to 8</p> <p>Use language of less than</p> <p>Focus on 7</p> <p>Doubles – numbers that can be made with 2 equal parts</p> <p>Odd and even numbers</p> <p>White Rose Maths</p> <p>Length, height and time</p> <p>Explore 3D shapes</p> <p>Repeating patterns</p>	<p>Counting larger sets and things that we cannot see</p> <p>Subitising to 6</p> <p>Composition '5 and a bit' Composition of 10</p> <p>Addition & Subtraction within 10</p> <p>White Rose Maths</p> <p>Spatial Reasoning</p> <p>Shape arrangement</p> <p>Compose/ Decompose Shapes (2D/ 3D)</p>	<p>Mastering Number</p> <p>Subitise to 6</p> <p>Introduce the Rekenrek</p> <p>Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p> <p>WRM</p> <p>Make connections</p> <p>Positioning</p> <p>Patterns</p> <p>Maps and directions including positions</p>

		Using positional language				
RE (AMV)	Special me. Who are we?	Special Times: Christmas and Hanukkah	Special Places Church and Synagogue	Special Times Easter and Passover	Special Stories-God/Creation	Special Stories/ Jesus
Festival focus (Whole School)	Rosh Hashana/ Yom Kippur (Jewish Festival)	Christmas / Hanukkah/Diwali	Holi (Hindu)	Easter	Ramadan/Eid	Eid Al-Adha
Expressive Arts and Design /Physical Development	<p>Self-portraits</p> <ul style="list-style-type: none"> - Selecting colours for a purpose - Making recognisable shapes - Including features and details of their own face <p>Colour mixing-Primary colours</p> <ul style="list-style-type: none"> - Identify and name primary colours - Begin to understand which two colours mix to create secondary colours - Experiment with mixing colours to match and create new colours <p>Van Gogh/Monet</p> <ul style="list-style-type: none"> - Learn facts about class artist - look at art created by class artist - create a piece of art based on 'Sunflowers' Van Gogh or 'Bridge Over a Pond of Water Lilies' Monet 	<p>Making a home for the pigs/bridge to save the Gingerbread Man</p> <p>Learn to join materials using a variety of techniques and tools</p> <ul style="list-style-type: none"> - Sticking paper onto paper using glue - Support children to use scissors to snip tape - Joining recycled boxes together using tape <p>- Model and practise joining using a variety of ways – create model joining board.</p> <p>Artist: Edmund De Waal</p> <p>Outcome: Clay-pinch pot (Diwali & PD link)</p> <ul style="list-style-type: none"> - Discussion about chosen artist - shape clay with hands by rolling, patting and pinching - Decorate pot using tools adding dots, lines and shapes - Select colour to finish the glaze 	<p>Use these skills and develop to make a boat for the Stoat and the goat.</p> <p>Colour Shading</p> <p>Artist: Claude Monet</p> <p>Outcome: Winter Tree Scene (UW link)</p> <ul style="list-style-type: none"> - Discussion about chosen artist - Explore how shades black and white alter a colour making it lighter or darker - Learn about hot and cold colours - Sort and discuss sorting of hot and cold colours - Using a shade to create a gradual lighter/darker painting - Practise step by step tree illustrations - Create a Winter back ground using different shades of cold colours - Using charcoal to draw a tree - Add paint, glitter to give frosty finish 	<p>Musical instrument Upcycling</p> <ul style="list-style-type: none"> - Explore containers and sounds makers (rice, pasta, sand etc) to - Begin to plan process using illustrations and discussion - Talk about how their instrument will hold together and be strong - Discuss and think about how to solve any problems as they arise - Reflect upon how they have achieved their aims 	<p>Artist: Van Gogh/ Monet</p> <p>Observational drawings of flowers/ plants/ blossom (UW link)</p> <ul style="list-style-type: none"> - Discussion about chosen artist - Learn to create an illustration of an object from the natural world using step by step instruction - Spend time looking closely and noticing features in the natural world - Use pencils to define the shape of objects - Explore creating new colours & shades using watercolours - Select appropriate colours mixing watercolours to create wanted shades - Discuss shape, texture & colours in their own words 	<p>Artist: Giuseppe Arcimboldo</p> <p>Outcome: Self Portraits</p> <ul style="list-style-type: none"> - Discussion about chosen artist - Look closely at our faces – what features do we have? - Look closely at the shape or a variety of fruits. Discuss which ones would be appropriate for facial features. - Work in a pair to create portraits of each other - Discuss things that went well and how we could adapt our outcome - Photograph and display our artwork! - Explore other items that we could use to create portraits. <p>Weaving Baskets for Handa's Fruit</p> <ul style="list-style-type: none"> - Developing simple weaving skills - Opportunities to weave with different materials and discuss the outcomes - Returning to their project to Adapt and improve - Evaluate what went well and what you could improve next time
Music (Charanga)	Me	My Stories Nativity (EAD link)	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	<p>Find the pulse.</p> <p>Copy-clap the rhythm of names.</p> <p>Explore high sounds and low sounds using voices and glockenspiels.</p>	<p>Singing songs from memory listening carefully, pitch matching others.</p> <p>Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.</p>	<p>Invent ways to find the pulse.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>	<p>Find the pulse and show others your ideas.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Explore high pitch and low pitch using the images from the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes</p>	<p>Find a funky pulse.</p> <p>Copy-clap 3 or 4 word phrases from the song.</p> <p>Keep the beat of the song with a pitched note.</p> <p>Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>	<p>Find the pulse</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>Return to and build on my previous learning, refining ideas and developing ability to represent them.</p>
PSED Jigsaw	<p>Class Rules and routines</p> <p>Sharing likes/dislikes, hobbies</p> <p>Feelings</p> <p>Being me in my world</p> <ul style="list-style-type: none"> - Who me? - How am I feeling today? - Being at school - Gentle hands - Our rights - Our responsibilities <p>Zones of regulation</p> <ul style="list-style-type: none"> - Self regulation, Introducing zones 	<p>Road safety</p> <p>Celebrating differences</p> <ul style="list-style-type: none"> - What am I good at? - I'm special, I'm me! - Families, houses & homes - Making friends - Standing up for yourself <p>Zones of regulation</p> <p>Feelings. Toolkits</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - Challenge - Never giving up - Setting a goal - Obstacles & support - Flight to the future - Footprint awards <p>Zones of regulation</p>	<p>Healthy me</p> <ul style="list-style-type: none"> - Everybody's body - We like to move it, move it - Food glorious food - Sweet Dreams - Keeping clean - Stranger Danger <p>Zones of regulation</p>	<p>Relationships</p> <ul style="list-style-type: none"> - My family & me - Make friend, make friends, never ever break friends - Falling out and bullying - Being the best friends, we can be <p>Zones of regulation</p>	<p>Healthy Schools Week – what does it mean to be healthy? Getting ready for year 1</p> <p>Changing me</p> <ul style="list-style-type: none"> - My body - Respecting my body - Growing up - Fun and fears - Celebration <p>Zones of regulation</p>
Physical Development	<p>Gross Motor PE Hub</p> <p>Manipulation & Coordination Unit 1</p> <p>Fine Motor ULS Handwriting</p> <p>Establish the correct pencil grip and writing position</p> <p>Unit 3: Pre-Writing Skills Mastery</p>	<p>Gross Motor PE Hub</p> <p>Body Management Unit 1</p> <p>Fine Motor ULS Handwriting</p> <p>Unit 4: Lowercase Letter Formation Down Letters</p>	<p>Gross Motor PE Hub</p> <p>Dance Unit 1</p> <p>Fine Motor ULS Handwriting</p> <p>Unit 4: Lowercase Letter Formation Curly Letters / Zigzag Letters</p>	<p>Gross Motor PE Hub</p> <p>Gymnastics Unit 2</p> <p>Fine Motor ULS Handwriting</p> <p>Unit 5: Recap Letter Families Down letters</p>	<p>Gross Motor PE Hub</p> <p>Manipulation and Coordination Unit 2</p> <p>Fine Motor ULS Handwriting</p> <p>Unit 5: Recap Letter Families Curly letters/Zigzag letters</p>	<p>Gross Motor PE Hub</p> <p>Speed Agility Travel Unit 2</p> <p>Fine Motor ULS Handwriting</p> <p>Unit 6 – Name writing</p> <p>Unit 7 – Number formation</p>