



## Styal Primary School EYFS Curriculum Plan Cycle C – 2024/2025

Term	Autumn		Spring		Summer	
Theme	Superheroes		Changes – Toys Past and Present		Castles	
<b>Enhancers</b>	Vet Visit Super hero dress up day Harvest Festival	Discovery Walks Stay and Make- Superhero shields and hideouts Christmas performance	Discover Walks Exploring materials in the environment, school, forest school, local area Stay and make Forest School	Tatton Park Visit- Toys and Tales Toys from parents and grandparents time. Teddy Bears Picnic	Castle Day- Knights, Princesses and Dragons Stay and Make a Castle Forest School	Discovery Walks Chirk Castle
<b>Suggested Quality Texts</b>	The 3 Little Pigs The Gingerbread Man The Little Red Hen Little Red Riding Hood Goldilocks and the Three Bears  Owl Babies The Rainbow Fish The Gruffalo Dear Zoo  Age on Together	Pudsey's great Adventure Supertato Eliot Midnight Superhero Rosa Parks- Little People- Big Dreams PC Seth Let's meet people who help us Charlie the Firefighter Mary Seacole – Little People, Big Dreams  Giraffes can't Dance Ronald The Rhino The Zoo Vet  Our Skin	Kipper's Toy Box Toys in Space Old Bear Where's My teddy Billy's Bucket Stanley's Stick Toys and Games – Ways into History  Pink is for Boys!	The Snail and the Whale Lost and Found Dogger Harry and the Bucketful of Dinosaurs Toys in Space Toys around the world  Mama, Mummy and Me	Jack and the Beanstalk (different versions) Jack and the Giant Zog There's no Dragon in this Story The paper Bag princess  AmaZing	Rapunzel See Inside Castles The Pea and the Princess The very hungry caterpillar Superworm Non-Fiction: Caterpillar to Butterfly The Crunching Munching caterpillar

<p><b>Personal, social and emotional development</b></p> <p>Self regulation,</p> <p>Managing self</p> <p>Building relationships</p>	<p>Learning to follow class rules and instructions set by the teacher or another adult. To start to use super learning powers during lesson inputs.</p> <p>Develop appropriate ways of being assertive and Begin to form positive friendships and start to talk with others to solve conflict Start to use words to describe their feelings eg happy sad angry worried Separate from carer</p>	<p>Follow class rules without prompting by an adult Build constructive and respectful relationships. Use super learning powers during lessons and when working with a small group, in pairs or 1-1. Work as part of a team Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally. Begin to show focused attention to what the teachers/adults in the school say. Show perseverance and resilience in the face of challenge.</p> <p>Build positive attachments to familiar adults and friendships with peers</p>	<p>Know and use class rules independently and know why they exist in the school environment. Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate. Establish and use well their super learning powers in all lessons. Give focused attention to what the teacher says Work and play co-operatively and take turns with others Form positive attachments to other adults in the classroom and start to build transitional relationships. Show sensitivity to their own and others' needs Manage own needs including personal hygiene, dressing, and healthy food choices.</p> <p>ORAL HEALTH</p>
<p><b>Communication and Language</b></p> <p>Listening, Attention, Understanding</p> <p>Speaking</p>	<p>Follow a one or two part instruction Joins in at group times and story time and can demonstrate good listening behaviours Can follow simple instructions (with two or more parts) reliably Engages in story times Join in with familiar songs and rhymes</p> <p>Wait and take turns in conversation</p> <p>Express a point of view Use a sentence of 4-6 words Use speech as a way of starting to express myself Starting to share ideas with familiar adults Talk to others (adults and children) Use talk to organise thoughts listen to and talk about stories, rhymes and non-fiction Share ideas and say how they feel using talk as a tool</p>	<p>Can respond to what they have heard by asking questions and saying what they think Say what they think Ask questions about what they have heard Can respond to what others say</p> <p>Shares ideas in small groups – show and tell Shares ideas with familiar adults Explain events that have already happened in detail Engage in stories, rhymes and non-fiction sharing my ideas about them Start to use full sentences Start to use past, present and future tense</p>	<p>Listen carefully and respond with questions, comments and actions Make comments about what I have heard Ask questions to help understanding Engage in conversation with my friends and teachers</p> <p>Take part in whole class and group discussions- show and tell explain why things happen/ might happen Use vocabulary from stories, non-fiction, rhyme and poems Express ideas and feelings Use full sentences using past, present and future tenses Use conjunctions (with support and modelling) to connect ideas</p>
<p><b>Physical Development</b></p> <p>Fine Motor</p>	<p>Shows a preference for a dominant hand with a comfortable pencil grip Hold pencil/paint brush beyond whole hand grasp Draw a picture Shows good pencil control when mark making and drawing Use cutlery and other one handed equipment Draw lines and circles using gross and fine motor movements Develop scissors skills to cut in straight lines</p> <p>Use tools to effect changes to materials</p> <p>Letter Joins-Pre writing fine motor activities</p>	<p>Established dominant hand, developed pencil grip Can sit at a table to write Holds a pencil effectively with a tripod grip to form recognisable letters most correctly formed Uses scissors to cut in straight lines and start to cut along a curved line Letter Joins- easy letters</p>	<p>Holds a pencil effectively (tripod) forming all letters correctly Can use a range of tools e.g., scissors, cutlery, paintbrushes, tweezers and hammers correctly. Draws with accuracy</p>

<p><b>Physical Development</b></p> <p>Gross Motor</p>	<p>Climb stairs using alternate feet          Develop movement (using age-appropriate bikes, scooters etc.)          Work with others to manage large items          Use lots of different ways of moving appropriately          Climb over, under and through obstacles          Use outdoor paint board for big arm movements.          Explore movement along the bridge, the small steps and the balance beam          Wheeled and balance bikes tricycles and scooters          Developing spatial awareness within the classroom and the outside area.          Mud kitchen, sand and water play          Trim Trail – climbing frame, balance beam, hamster wheel, ropes.          Dance and movement to music          Exploring different balances          Introduce the Daily Mile</p>	<p>Throw, kick, pass and catch a large ball          Move and use both large and smaller scale equipment (building blocks etc)          Moving with increased confidence on the small steps and the balance beam.          Skipping ropes in outside area. Hula hoops on waist, aiming bean bags at a target.          Riding bikes without stabilisers more independently          Increasing spatial awareness more to avoid bumping to others          Moving more confidently using Developing spatial awareness within the classroom and the outside area.          Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.          Dance / moving to music          Gymnastics- floor work and small apparatus          Set personal bests for the Daily Mile</p>	<p>Travel around space and obstacles safely          Show strength, balance and co-ordination in movement          Move in different ways- run, jump, skip, climb          Races / team games involving          Dance without feeling pressured to join in.          Ball skills aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking          Obstacle activities          Move over, under, through and around equipment.          Improve on personal bests for the Daily Mile</p>				
<p>Literacy</p> <p>Writing</p> <p>Reading- (Word reading and Comprehension)</p>	<p style="text-align: center;"><b>Writing</b></p> <table border="1" data-bbox="315 671 925 1142"> <tr> <td data-bbox="315 671 600 807"> <p><b>BASELINE SEPT</b></p> </td> <td data-bbox="600 671 925 807"> <p>Form some lower case letters correctly            Write some familiar upper case letters (e.g. name, Mum, Dad, sibling name, etc)</p> </td> </tr> <tr> <td data-bbox="315 807 600 1142"> <p>Name or whole name            Orally segment single sound            CVC words e.g. c-a-t            Say the initial sounds in most words            Write some initial sounds            Write my own name</p> </td> <td data-bbox="600 807 925 1142"> <p>identify known letters to match initial sounds (SET 1)            write CVC words and labels e.g. c-a-t            write simple labels            start to write simple captions            say a simple sentence for writing (oral and count words)</p> </td> </tr> </table>	<p><b>BASELINE SEPT</b></p>	<p>Form some lower case letters correctly            Write some familiar upper case letters (e.g. name, Mum, Dad, sibling name, etc)</p>	<p>Name or whole name            Orally segment single sound            CVC words e.g. c-a-t            Say the initial sounds in most words            Write some initial sounds            Write my own name</p>	<p>identify known letters to match initial sounds (SET 1)            write CVC words and labels e.g. c-a-t            write simple labels            start to write simple captions            say a simple sentence for writing (oral and count words)</p>	<p style="text-align: center;"><b>Writing</b></p> <p>Write most lower-case letters correctly          write some upper-case letters correctly          Use a tripod grip          Identify set 1 and start to identify set 2</p> <p>Write CVC words and labels (set 1 and some 2)          spell some red words          write captions          Begin to write short sentences          Start to use finger spaces between my words          Start to read sentences back</p> <p>Letter Joins-          Easy letters</p>	<p style="text-align: center;"><b>Writing</b></p> <p>Write most upper- and lower-case letters correctly          Hold my pencil in a good tripod grip          Write CVC words with sounds and letters from set 1 and 2          Write red words          Write a simple sentence          Read my own sentence          Others can read my sentences</p>
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<p><b>BASELINE SEPT</b></p>	<p>Retell the key events in stories            Start to recall facts from non-fiction</p>						

	<p>Talk about stories they have heard Join in with familiar rhymes and songs (and some patterned stories)</p> <p>Hear and say initial sounds for words Say the sound for some letters (e.g. from name or familiar names- Mum, Dad, etc.) Orally segment words (e.g. adult says cat and child says c-a-t) Orally blend words (e.g. adult says m-a-n and child says man)</p>	<p>Talks about what has happened in the story so far</p> <p>Listen carefully to stories, rhymes, non-fiction and songs</p> <p>Match most of the SET 1 letters and sounds</p> <p>Say the SET1 sounds in CVC words start to blend sounds together segment and blend CVC words read most of the red words in set 1 Start to read captions e.g. the cat, dog, fish,</p>	<p>Recall facts from a non-fiction book Say what might happen next linked to other similar stories Talk about stories, rhymes, non-fiction and songs</p> <p>Match all phase 2 single letters and sounds Match all phase 3 single letter and sounds Start to identify some digraphs Segment the sounds in CVC words for reading Blend the sounds in CVC words for reading Segment and blend simple words matched to my phonics knowledge Read captions Read phonics matched tricky words</p>	<p>Recall facts from information Predict what might happen next Use new vocabulary throughout play</p> <p>Match the letter and sound for all set 1 and 2 single sounds and digraphs</p> <p>Read CVC words containing set 1 sounds Read CVC words containing known digraphs Read simple sentences and books matched to phonics Read red words from set 1 and set 2 confidently</p>
<p>Maths <i>In italics- not statutory but part of Development Matters</i></p>	<p>Numbers to 5 Have an understanding of number to 10, including the composition of each number. up to 5. Recognise the pattern of the counting system Comparing groups within 5 Subitise (recognise quantities without counting) up to 5. <i>2D and 3D shape</i> Change within 5 Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Number bonds within 5 Have an understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts <i>Space</i></p>	<p>Numbers to 10 Have an understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system). Comparing numbers within 10 Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity). Addition to 10 Have an 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Measure Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Numberbonds to 10 Have an 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 Subtraction</p>	<p>Counting on and counting back Have an understanding of number to 10, including the composition of each number Numbers to 20 Verbally count beyond 20, recognising the pattern of the counting system. Numerical patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Shape Measure Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <i>Sorting</i> <i>Time</i></p>	

				Have an understanding of number to 10, including the composition of each number Exploring patterns					
Knowledge and Understanding the Word	<p><b>Past and Present</b> 'All about Me' collages- people in my family Name and describe people who are familiar to them. Order events from their own lives on a simple timeline. Understand the past- The life of significant people Rosa Parks, Florence Nightingale and Samuel Gregg Know some similarities and difference between things in the past and now.</p>	<p><b>People, culture and communities</b> Read maps Draw a simple map</p> <p>Where we live in the world. Hot and cold places (and their animals)</p> <p>Know similarities and difference between different religious and cultural communities in this country. Drawing on their experiences and what has been read in class.</p> <p>Know similarities and differences about how people celebrate Christmas.</p>	<p><b>The Natural World</b> Similarities/ differences in animals and humans. Identify the features of common animals eg beak feather scale. Who looks after animals? Signs of Autumn Describe what they feel see hear outside Explore and talk about different forces they can feel.</p>	<p><b>Past and Present</b> Know some similarities and difference between things in the past and now- toys Understand the past through settings characters and events in books read in class- Old Bear etc...</p>	<p><b>People, culture and communities</b> Describe the immediate environment using observations, stories nonfiction and maps. Exploring the immediate area of school and the village.</p> <p>Look at why Christians go to Church. Including Church Visit</p> <p>Explore how different communities celebrate Easter</p>	<p><b>The Natural World</b> Talk about the differences between materials and changes they notice. Understanding important processes and changes in the natural world- states of matter</p>	<p><b>Past and Present</b> Understand the past through settings characters and events in books read in class- What was life like in a castle?</p>	<p><b>People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Draw information from a simple map. Look at simple map of the UK.</p> <p>Explore what it means to belong and the groups which we belong to.</p> <p>Understand the similarities and differences between how different communities and religions welcome babies into the world.</p>	<p><b>The Natural World</b> 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.</p> <p>Similarities/differences in animals and humans. Exploring the school grounds and forest school for minibeasts.</p>
Expressive Arts and Design Creating with materials	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc</p> <p>Printing with vegetables Observational drawing Sculptures using playdough Joining different materials</p>			<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>			<p>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.</p>		

	Exploring textures		
RSE Oral health			Healthy lifestyles- food exercise and oral health