

Preston EYFS Curriculum 2024-25

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Titles	All about me! And People who help us	Celebrations!	Travel (Into Space)	Traditional Tales	Animals and life cycles	The Seaside
Main Texts used	The Family Book The Colour Monster Owl Babies The Jolly Postman Information books about people who help us Pumpkin Soup	Why? Stickman Binny's Diwali The Snowman	Whatever Next! Mrs Armitage on Wheels Mr Gumpy's Motorcar	Little Red Riding Hood Goldilocks and the three bears Jack and the beanstalk And other tales My Mum The Tiny Seed	The Hungry Caterpillar Diary of a Wombat Rumble in the Jungle Handa's Surprise Information books on life cycles	Tiddler Bonting Billy's Bucket Somebody Swallowed Stanley Rosies Walk My Dad Atlas
First-hand experiences We have Nature School every week	Harvest Roald Dahl Day Drama Workshop	Children in Need Anti-bullying week Christingle Nativity play	Chinese food tasting Making Pancakes	Easter Service Making Porridge Growing plants	Healthy Eating fruit salad Caterpillars and Butterflies Frog spawn	Sports day
Visits and Visitors	Community visit (police)	Pantomime Trip The King's Polar Bear Tring museum visit	St Albans Cathedral (Moon)	Local Farm visit	Village woods walk	Class trip

Communication and Language

	Autumn	Spring	Summer	Early Learning Goal
Listening, Attention and Understanding 	We will learn how to listen carefully and know why listening is important We will engage in daily story times and join in with repeated phrases and actions from books, songs and nursery rhymes We will learn how and why questions	We will ask questions to find out more We will retell traditional tales and other stories we have read together We will listen to and talk about stories and non-fiction books to develop new knowledge and vocabulary	We will understand questions such as who, what, where, when, why and how We will continue to learn and use new vocabulary in different contexts	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.

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Speaking 	We will learn and use new vocabulary We will confidently share our weekend adventures and exciting news with our friends and teachers	We will develop the confidence to talk to other adults they see on a daily basis We will share our learning with the class and in assemblies We will continue to learn new vocabulary in different contexts	We will use talk to express our ideas and feelings and about why things happen We will talk to different adults around the school We will learn to talk in sentences using connectives and a range of tenses	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.

Personal, Social and Emotional Development

	Autumn	Spring	Summer	Early Learning Goal
Self- Regulation (Jigsaw PHSE scheme) 	We will learn to use the feelings board to express how we are feeling each day We will recognise different emotions and understand how people show emotions We will begin to consider the feelings of others by learning kind hands We can practise our focus during short whole class activities and follow one step instructions	We will practise focus during longer whole class lessons and follow two step instructions We will identify and moderate our own feelings socially and emotionally We will continue to consider the feelings and needs of others	We will learn to control our emotions using a range of techniques We can set a target and reflect on progress throughout We will practise focus during extended whole class teaching and follow instructions of three steps or more	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.

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Managing Self 	We will learn to wash our hands and put our coat on independently We will explore different areas within the class environment and have confidence to try new activities We will use toilet independently We will learn to follow class rules and understand the need to have rules	We can begin to show resilience and perseverance in the face of challenge We will practise doing up a zipper , buttons and buckles	We will learn to identify and name healthy foods We will manage own basic needs independently	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 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.

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Building Relationships 	We will begin to develop friendships and play alongside each other We will have positive relationships with all Chestnut staff where we can ask for help when needed	We can begin to work as a group with support We will learn to use taught strategies to support turn taking We will listen to the ideas of other children and agree on a solution and compromise	We will work as a group We will develop relationships with other adults around the school	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

	Autumn	Spring	Summer	Early Learning Goal
Gross Motor Skills  	We will practise the following skills: Move safely in a space Stop safely develop control when using equipment Follow a path and take turns Work cooperatively with a partner Balance Run, stop and change direction Jump Hop Explore different ways to travel using equipment	We will practise the following skills: Roll and track a ball and develop accuracy when throwing to a target Throw and catch with a partner Dribble a ball using feet and kick a ball to a target create short sequences using shapes, balances and travelling actions Balance and safely use apparatus and jump and land safely from a height Develop rocking and rolling Explore travelling around, over and through apparatus	We will practise the following skills: Use counting to help to stay in time with the music when copying and creating actions Move safely with confidence and imagination, communicating ideas through movement Move with control and coordination, expressing ideas Develop accuracy when throwing and practise keeping score Follow instructions and move safely when playing tagging games Learn to play against an opponent and play by the rules	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

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Fine Motor skills 	We will be enjoying daily activities including: threading, cutting, drawing, using tweezers, pegs and construction We will Begin to use a tripod grip when using mark making tools We will learn to hold scissors correctly	We will be refining our skills by decreasing the size of resources and increasing the difficulty of the activities We will practise a tripod grip We will learn to practise using scissors correctly	We will continue our FMS practise We will practise writing letters using the correct letter formation and control the size of letters We will hold scissors correctly and cut various materials and shapes We will use a knife, fork and spoon to eat a range of meals	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, paint brushes and cutlery Begin to show accuracy and care when drawing

Literacy

	Autumn	Spring	Summer	Early Learning Goal
Comprehension 	We will be enjoying an increasing range of books including fiction, non-fiction, poems and rhymes and joining in repeating phrases, asking questions and sequencing stories We can independently look at book, holding them the correct way and turning pages	We will act out and retell stories and begin to predict events. We can talk about the characters in the books they are reading	We will begin to answer questions about what they have read and use vocabulary that is influenced by their experiences of books	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

	Autumn	Spring	Summer	Early Learning Goal
Word Reading (Little Wandle phonics Scheme) 	<u>Autumn 1</u> Phase 2 Graphemes s a t p i n m d g o c k c k e u r h b f l <u>Autumn 2</u> Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk and tricky words	<u>Spring 1</u> Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff and new tricky words <u>Spring 2</u> Phase 3 Graphemes review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words words with s in the middle	<u>Summer 1</u> Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <u>Summer 2</u> Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVCC CCV CCVCC words ending -s words ending -es longer words root word ending in: -ing, - ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, - est longer words	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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Writing  	We will practise copying and writing our name We can give meanings to the marks they make and copy taught letters We will write initial sounds Then begin to write CVC words using taught sounds. We can begin to write words, labels and captions using taught sounds	We will learn to form lower case letters correctly We will understand that sentences start with a capital letter and end with a full stop We will spell words using taught sounds and spell some taught tricky words correctly	We can begin to write longer words which are spelt phonetically We will begin to use capital letters at the start of a sentence, finger spaces and full stops when writing a sentence We will spell some taught tricky words correctly We will begin to read their work back	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.

	Autumn	Spring	Summer	Early Learning Goal
Maths We will be following the NCETM Scheme for number and White Rose for shape and measure. 	Number We will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills We will explore the composition of numbers within 5 We will begin to compare sets of objects and use the language of comparison We will investigate 2D and 3D shapes We will explore length, capacity and weight Talk about time	Number We will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5 We will begin to identify when two sets are equal or unequal and connect two equal groups to doubles We will begin to connect quantities to numerals We will investigate 2D and 3D shapes We will explore length, capacity and weight Creating patterns	Number We will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies We will secure knowledge of number facts through varied practice We will investigate 2D and 3D shapes We will explore capacity and weight Creating more complex patterns	Number Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns 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.

Knowledge and Understanding the World

	Autumn	Spring	Summer	Early Learning Goal
The Natural World All children spend each week at nature school where they complete activities about seasonal changes.  	My senses We will name and use our five senses Seasonal Changes We will note seasonal Changes in Autumn and changes from Autumn to Winter We will introduce Nature School to find out more about the world around us	Materials We will name some common materials and notice some similarities and differences Plants We will be naming parts of a plant We will Grow and care for plants and observe growth Seasonal Changes We can observe seasonal Changes from Winter to Spring	Animals Name some common animals and find out where they live Discover and learn about minibeasts in nature school Learn about life cycles Seasonal Changes We can observe changes in the season including visits to the pond and local wood	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

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Past and Present  	My Family We can share who is in my family People who help us We will learn about jobs and roles of people in the community Celebrations We will learn and share Christmas traditions now and then And listen and act out the Nativity story Observe seasonal changes	Stories from the past We will read Traditional Tales and other stories to compare life in the past with now We will look at vocabulary from the past and now Travel We will learn about transport from the past Observe seasonal changes	Seasides in the past We will compare holidays from the past and now Famous people from the past We will learn about a person from the local area Observe seasonal changes	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 story tell

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People, Cultures and Communities  	My family and where I live in the world We will talk about our family and what they do People who help us We will share fiction and non-fiction books about people and where they work and live	Weather Observe the weather and find out how it links to seasonal change Space and Travel Discuss pictures from space of our world Read books which use maps and draw simple maps of our school	Animals Learn which countries and habitats animals live in Seaside Environment Find ways to look after our immediate and wider environment	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	Incarnation 1 Learn about the Nativity story at Christmas Find out about other religious festivals such as Diwali and Harvest Creation 1 Why the word 'God' is important to Christians and Muslims	Talk about how Spring might represent new life and look for signs of Spring around the school grounds Salvation 1 How we can help others Salvation 2 Learn the Easter story and its symbols and actions.	Creation 2 Listen to the Christian creation story and compare with creation stories from different religions How we can care for our planet Incarnation 2 What makes us unique and precious?	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

Expressive Arts and Design

	Autumn	Spring	Summer	Early Learning Goal
Creating with Materials We will create our own masterpieces influenced by a variety of artists  	Drawing We will have opportunities to draw everyday objects, people, animals and experiences Colour mixing We will use the primary colours to mix own paint inspired by Kandinsky Painting We can paint pictures using thin and thick brushes	Malleable materials We will experience using clay and dough Collage We will create pictures using a variety of collage materials We will learn joining techniques and make moving pictures	Sculpture We will use natural materials inspired by Andy Goldsworthy, to make sculptures Printing We will Develop pattern through printing	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

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Being Imaginative and Expressive We follow the Charanga music scheme We will express ourselves through music making, dance, role play and art. We will perform solo or in groups and will express our own ideas and feelings. 	Me! My Stories We will learn nursery rhymes and action songs We will learn and perform Christmas carols and nativity performance	Everyone! Our World We will be listening and responding to music - Holst's planet suite We will retell Traditional Tales stories in role play area We will learn and perform Easter songs	Big Bear Funk Reflect review rewind! We will be listening and responding to music- Saint-Saens Carnival of the animals We will learn dance from other cultures including African dance	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.