



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)



Half Termly Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year old theme	Me and my family	Autumn	People who help us	Traditional tales	Growing	Holidays
3 and 4 year old Theme Title	<i>Marvellous me!</i>	<i>Crunchy, crunchy leaves!</i>	<i>To the rescue!</i>	<i>Traditional tales</i>	<i>Roots and Shoots</i>	<i>It's time for an adventure!</i>
3 and 4 year old enquiry question	<i>Who is in my family?</i>	<i>Why do the leaves fall off the trees?</i>	<i>Is it just doctors who help us?</i>	<i>What is a traditional tale?</i>	<i>How does a plant grow from a seed?</i>	<i>How can I travel to go on holiday?</i>

Communication and Language



'Let Your Light Shine'



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)

<p>3-4 year olds (Development Matters)</p>	<p>Use a wide range of vocabulary. Sing a large repertoire of songs. Know many rhymes Develop communication but may struggle with 'run' and 'runned'.</p>	<p>Understand a question that has two parts. Sing a large repertoire of songs. Talk about familiar books Develop communication but may struggle with 'run' and 'runned'.</p>	<p>Sing a large repertoire of songs. Tell a long story. Develop pronunciation but may struggle with some syllables and multi-syllabic words. Use longer sentences of four to six words.</p>	<p>Sing a large repertoire of songs. Know many rhymes. Develop pronunciation but may struggle with some syllables and multi-syllabic words. Use longer sentences of four to six words.</p>	<p>Understand 'why' questions. Sing a large repertoire of songs. Express a viewpoint and have a debate when they disagree with an adult or friend.</p>	<p>Sing a large repertoire of songs. Start a conversation with a friend or adult and continue it for many turns. Use talk to organise themselves and their play.</p>
--	---	--	---	--	--	--

Literacy

<p>3 – 4 year olds (Development Matters)</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>Write some or all of their name</p> <p>Write some letters accurately</p>
--	--	--	---	---	---	---

St Matthew's Key Theme Links



'Let Your Light Shine'



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)

<p>Traditional tales</p> <p>Rhyme</p> <p>Poem</p> <p>Non-fiction</p> <p>*Monster</p> <p>Phonics Books</p>	<p>Dear Zoo</p> <p>Brown bear, Brown Bear</p> <p>We are going on a Bear Hunt</p> <p>PSHE books – families</p> <p>Toys</p> <p>Homes</p>	<p>3.1 The enormous turnip</p> <p>3.5 The Gingerbread man</p> <p>We are going on a leaf hunt</p> <p>The very helpful hedgehog</p> <p>Books about autumn</p>	<p>Stick man</p> <p>The Gruffalo</p> <p>One snowy light</p> <p>Jack Frost</p> <p>Foxes in the Snow</p> <p>People who help us</p>	<p>Three Bears</p> <p>The Little Red Hen</p> <p>Billy Goats Gruff</p>	<p>The hungry caterpillar</p> <p>Orange, Pear, Apple, Bear</p> <p>Eco</p>	<p>Down at the station</p> <p>The Train Ride</p> <p>Transport</p> <p>Penguin on vacation</p> <p>Kipper's sunny holiday</p>
<p>Rhymes</p> <p>*Monster</p> <p>Phonics Books</p>	<p>Incy Wincy</p> <p>Polly put the kettle on</p> <p>Hickory Dickory Dock</p>	<p>Twinkle Twinkle little star</p> <p>Rain, rain go away!</p>	<p>Here we go around the Mulberry Bush</p>	<p>Three blind mice</p> <p>Grand Old Duke of York</p>	<p>Over in the meadow</p>	<p>5 little speckled frogs</p>
<p>Songs</p> <p>*Monster</p> <p>Phonics Books</p>	<p>Head, shoulders, knees and Toes</p> <p>Down in the jungle</p>	<p>If you are happy and you know it</p> <p>Away in a manger</p>	<p>Five little firemen</p> <p>Doctor</p> <p>Open Wide!</p> <p>The Invisible</p> <p>Mr Tick the teacher</p>	<p>Little Red Riding Hood</p>	<p>Fuzzy Wuzzy, Creepy Crawly</p>	<p>The wheels on the bus</p> <p>Row, row, row your boat</p>
<p>Traditional tales</p> <p>Rhyme</p> <p>Poem</p> <p>Non-fiction</p> <p>*Monster</p> <p>Phonics Books</p>	<p>Dear Zoo</p> <p>Brown bear, Brown Bear</p> <p>We are going on a Bear Hunt</p> <p>PSHE books – families</p> <p>Toys</p> <p>Homes</p>	<p>3.1 The enormous turnip</p> <p>3.5 The Gingerbread man</p> <p>We are going on a leaf hunt</p> <p>The very helpful hedgehog</p> <p>Books about autumn</p>	<p>Stick man</p> <p>The Gruffalo</p> <p>One snowy light</p> <p>Jack Frost</p> <p>Foxes in the Snow</p> <p>People who help us</p>	<p>Three Bears</p> <p>The Little Red Hen</p> <p>Billy Goats Gruff</p>	<p>The hungry caterpillar</p> <p>Orange, Pear, Apple, Bear</p> <p>Eco</p>	<p>Down at the station</p> <p>The Train Ride</p> <p>Transport</p> <p>Penguin on vacation</p> <p>Kipper's sunny holiday</p>
Phonics						
<p>3-4 year olds</p> <p>(St Matthew's</p>	<p>During baseline period- Meet the Monsters books to be introduced</p> <p>Environmental sounds 1, 2</p>	<p>Environmental sounds 3, 4</p> <p>Instrumental sounds 3, 4</p> <p>Body Percussion 3, 4</p> <p>Rhythm and rhyme 3, 4</p>	<p>Environmental sounds 5, 6</p> <p>Instrumental sounds 5, 6,</p> <p>Body Percussion 5, 6</p> <p>Rhythm and rhyme 5, 6</p>	<p>Environmental sounds 7, 8</p> <p>Instrumental sounds 7, 8</p> <p>Body Percussion 7, 8</p> <p>Rhythm and rhyme 7, 8.</p>	<p>Environmental sounds 9, 10</p> <p>Instrumental sounds 9, 10</p> <p>Body Percussion 9, 10</p> <p>Rhythm and rhyme 9, 10</p>	<p>Aspect 7 Oral blending and Segmenting Activities 1-10</p>



'Let Your Light Shine'



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)

Foundation Phonics Scheme)	Instrumental sounds 1, 2 Body Percussion 1, 2 Rhythm and rhyme 1 2 Alliteration 1, 2, Voice Sounds 1, 2	Alliteration 3, 4, Voice Sounds 3, 4	Alliteration 5, 6 Voice Sounds 5, 6	Alliteration 7, 8, Voice Sounds 7, 8,	Alliteration 9, 10 Voice Sounds 9, 10	
	Aspect 1 Environmental sounds Aspect 2 Instrumental sounds	Aspect 3 Body Percussion Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration Aspect 6 Voice Sounds	Aspect 7 Oral segmenting and blending		
Mathematics						
3-4 year olds (Development Matters)	Develop fast recognition of up to 3 objects, without counting them individually (subitising). Select shapes appropriately: fat surfaces for building, prism for a roof	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting is the total (cardinal principle). Show finger numbers up to 5.	Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Extend and create ABAB patterns Notice and correct error in repeated patterns.	Compare quantities using language: more than, fewer than. Understand position through words alone – e.g. under the table with no pointing. Make comparisons between objects relating to size, length, weight and capacity.	Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes using informal and mathematical language. Combine shapes to make new ones. Talk about identity and patterns around them.	Solve real world mathematical problems with numbers up to 5. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe sequence of events, real or fictional, using words such as first, then...
Physical						
3 - 4 year olds	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. Show a preference for a dominant hand.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry their own plan. For example, choosing a spade to	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)

			plank safely, carrying large hollow blocks.	enlarge a small hole they dug with a trowel.		
Get Set 4 PE	Intro to PE: 1	Intro to PE: 2	Fundamentals: 1	Fundamentals: 2	Dance: Unit 1	Gymnastics: Unit 1
Personal, Social and Emotional Development						
3 – 4 year olds	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Understand gradually how others might be feeling. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
	See observational checkpoints via the development matters in the PSED section to check where children are up to with the PSED journey for assessment purposes.					
RE						
3 – 4 year olds ELHQ Planning	Places of Worship, Our Community	Christmas and Celebrations	People Who Help Us, bible stories and lending a hand	Easter, New Life, The Bible	Other beliefs and the natural world	Weddings, Friendships, Happy Times



'Let Your Light Shine'



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)

St Matthew's Key Theme Links	Talk about own-self and personality traits and emotions. Understand the importance of family/friends and what we do together. Inspire curiosity through the use of 'Wonder Cubes' – show images of Edgeley, St Matthew's Church and school – all special places in our community	Act out scenes from stories, celebrations or festivals Listen to cultural and religious music from around the world linked to festivals eg Harvest, Diwali, Christmas Listen to stories from different cultures and themes.	Introduce that people worship in different ways in different places. Dance to music from around the world linked to festivals eg Chinese New Year Discuss objects linked to religious and cultural festivals through the use of 'Wonder Cubes'	Introduce religious vocabulary i.e. pray, worship, God, celebration, festival. Discuss personal celebrations or events ie celebrations, festivals, the birth of a new baby, weddings or the death of a pet Dance to music from around the world linked to festivals eg Easter, Eid	Observe nature, growing and life cycles. Make and eat festival food Explore authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books	Identify objects linked to religious and cultural festivals through the use of 'Wonder Cubes' Notice and ask questions about differences eg skin colour, hair, gender etc
Knowledge and Understanding of the world						
3-4 years	Use their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to make sense of their own life-story and family's history.	Talk about what they see, use a wide range of vocabulary. Explore how things work.	Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Art and Design						
3-4 years	Take part in simple pretend play, using an object to represent something else even	Begin to develop complex stories using small world equipment like	Develop their own ideas and then decide which materials to use to express them.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city	Explore colour and colour mixing. Show different emotions in their	Respond to what they have heard, expressing their thoughts and feelings.



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (3 and 4-year-olds)

	<p>though they are not similar. Use drawing to represent ideas like movement or loud noises.</p>	<p>animal sets, dolls and dolls houses, etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Remember and sing entire songs.</p>	<p>with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds. Create their own songs or improvise a song around one they know.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas.</p>
--	--	--	--	--	--	---

