



St Matthew's CE Primary School Curriculum Plan

EYFS Curriculum Offer (4 and 5 year-olds)



Half Termly Themes						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception theme	Animals and Friendship	Magic & Stars	Superheroes	Traditional tales	Growing/weather / around world	The Coast
Reception Theme Title	<i>It is good to be me!</i>	<i>Up and away!</i>	<i>What is your super power?</i>	<i>Traditional tales</i>	<i>What grows in my garden?</i>	<i>Oh I do like to be beside the Seaside!</i>
Reception enquiry question	<i>What makes me a good friend to my family and friends?</i>	<i>How do you get into space?</i>	<i>How can we be super heroes?</i>	<i>Do all traditional tales have a villain?</i>	<i>Can we grow everything in England?</i>	<i>What does a seaside town look like compared to where I live?</i>
Communication and Language						
Reception (Development Matters)	Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.	Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell a story once they have a deep	Describe events in some detail. Develop social phrases. Use new vocabulary in different contexts. Engage in non-fiction books.	Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



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		Engage in story times.	and understanding.	understanding of the text, some as exact repetition and some in own words. Learn rhymes, songs and poems.		
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Literacy

Reception (Development Matters)	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Form lower-case and capital letters correctly.	Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Form lower-case and capital letters correctly.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
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St Matthew's Key Theme Links



'Let Your Light Shine'



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Key Texts Steps to Read	Unit A Animals and Friendship Mr Big Dogger Owl and the Pussy cat <i>Poetry A great big cuddle</i> Lost and found The tiger who came to tea	Unit B Stars in Space The little rocket The lost stars <i>Poetry A rocketful of space poems</i> Beegu How to catch a star	Unit C Superheroes Superbat Newspaper boy and Origami girl Here come the Superheroes My mum is a superhero. George saves the world by lunchtime	Unit D Traditional Tales Red Riding Hood (2 weeks) Three Little Pigs (2 weeks) <i>Poetry The big bad wolf Poem/The three little pigs' poem (Jane Goulbourne)</i>	Unit E Growing Seed to plant (Non-fiction) It starts with a seed. Kate who tames the wind Olivers Vegetables	Unit F Seaside Seashore (Non-fiction) <i>Poems A first book of the sea</i> <i>The Seesaw by Tom Percival</i> <i>Three by the Sea</i>
Writing Text	The Something	Star in the Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Rhymes and Poems	- Five Little Bears - Miss Polly - 1,2,3 it's good to be me	- 5 little men in a flying saucer - Twinkle Twinkle Chocolate bar book	If you're super and you know it	Mary had a little lamb This little piggy	- A tiny seed was sleeping - The Dark Wood - There's a tiny caterpillar on a leaf	I'm a little fish The waves in the sea Fish are swimming
Love of reading	I want my Potty SHHH! Six dinner Sid The Lion inside There is a bear on my chair	Pumpkin soup Owl Babies Goodnight Moon Whatever next	Supertato 10 little superheroes	On the way home The Pea and the princess	Farmer Duck Rosies Walk Handa's surprise	Sharing a shell The Lighthouse keepsers lunch Mr Gumpy's outing Mrs Armitage on Wheels
Songs	Head, shoulders knees and toes Five little speckled frogs	Diddle Diddle dumpling – I see the moon	1 – 10 super song	Little Miss Muffett	I had a little nut tree	Ten in the bed
Phonics						
Reception	During baseline period - Meet the Monsters books should be introduced/revisit Wk 1- s, a, t, p - a, at, as,		Wk 1 – oo (u) – look, now, down Wk 2 – ow – look, now, down Wk 3 – ee – see, going, just, have		Wk 1 – CVCC words Wk 2 – CCVC words	



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<p>(St Matthew's Monster Phonics Scheme)</p>	<p>Wk 2- i, n - in, it, is - l, an Wk 3- m, d, g - and, am, dad Wk 4- o, c, k, ck - to, into, go, no, the Wk 5- e, u, r - get, dog, can, got, on, not, cat Wk 6- h, b - up, mum, put, had, oh, him, his Wk 7- f, ff, l, ll, ss - he, she, me, we, be, of (Assessment 1) Wk 8- j, v, w, x if, off, you, my, they, for Wk 9- y, z, zz, qu - will, all, went, from, help Wk 10- ch, sh, th(v), th, ng - too, her, with, are, was Wk 11- long oo - then, them, this, that, said Wk 12- ar (Assessment 2)</p>	<p>Wk 4 - ur - see, going, just, have Wk 5 - ai - it's, do, so Wk 6 - or - it's, do, so (Assessment 1) Wk 7 - oa - come, some, were, one Wk 8 - er - come, some, were, one Wk 9 - igh - like, when, little, what Wk 10 - air - like, what, little, what Wk 11 - oi - day, away, play, children Wk 12 - ear, ure - day, away, play, children (Assessment 2)</p>	<p>Wk 3&4 - CVC+ with previously taught graphemes - your, here, saw Wk 5&6 - CCVCC - time, out, house, about Wk 7 - CVC+ Polysyllabic Blending Segmenting - made, make, came Wk 8 - CVC+ Compound Words Blending Segmenting - I'm, very, old Wk 9 - CCC onset words, CCVCC+ words with previously taught digraphs Blending Segmenting - called, asked, looked Wk 10 - CCVCC+ words with previously taught digraphs Blending Segmenting - their, our Wk 11 - CVC+ HFW Blending Segmenting - Mr, Mrs - (Assessment 1) Wk 12 - CVC+ HFW Blending Segmenting - people, could - (Assessment 1)</p>
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Mathematics



'Let Your Light Shine'



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<p>Reception (Development Matters)</p>	<p>Count objects, actions and sounds. Subitise. Understand the 'one more/one less' relationship between consecutive numbers.</p>	<p>Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers.</p>	<p>Subitise. Count beyond 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Subitise. Explore the composition of numbers to 10. Compose and decompose shapes so that children recognise shapes can have another shape within it, just as numbers can.</p>	<p>Subitise. Continue, copy and create repeated patterns. Compare length, weight and capacity.</p>	<p>Subitise. Automatically recall number bonds for numbers 0-5 and some to 10.</p>
<p>(NCTEM) Mastering Number</p>	<p>Throughout each half term, the children will have in-depth study on;</p> <ul style="list-style-type: none"> - Subitising - Cardinality, ordinality and counting - Composition - Comparison <p>See NCETM long term plan for breakdown for each half term</p>					
<h3>Physical</h3>						
<p>Reception (Development Matters)</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes</p>



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Get Set 4 PE	Fundamentals: Unit 1	Fundamentals: Unit 2	Gymnastics: Unit 1	Gymnastics: Unit 2	Ball Skill: Unit 1 & 2	Games: Unit 1
Personal, Social and Emotional Development						
Reception (Development Matters)	See themselves as a valuable individual. Express their feelings and consider the feelings of others.	Build constructive and respectful relationships. Manage their own needs - Personal hygiene	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Show resilience and perseverance in the face of challenge. Think about the perspectives of others.	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine • being a safe pedestrian 	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • sensible amounts of 'screen time' Express their feelings and consider the feelings of others.
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						
Reception (Development Matters)	<p style="color: purple;">Understand that some places are special to members of their community</p> <p style="color: blue;">Recognise that people have different beliefs and celebrate special times in different ways</p> <p style="color: red;">See themselves as valuable individuals (PSED)</p> <p style="color: red;">Think about the perspective of others (PSED)</p>					



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<p>St Matthew's Key Theme Links Questful RE</p>	<p>I am special</p> <p>Why are we different and special?</p>	<p>Christmas*</p> <p>Diwali and Hannukah</p> <p>How do Christians celebrate Jesus' Birthday?</p>	<p>Stories Jesus heard</p> <p>Which stories Jesus did Jesus hear when he was a child?</p>	<p>Stories Jesus told</p> <p>Easter</p> <p>Why did Jesus tell stories?</p>	<p>Special Places</p> <p>Holy places</p> <p>What makes a place Holy?</p>	<p>Special Times –</p> <p>Hindu Puja Tray, Jewish new year celebrations</p> <p>How do you celebrate special times?</p>
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Knowledge and Understanding of the world

Reception (Development Matters)

<p>Science</p>	<p>Explore the natural world around them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine • being a safe pedestrian (PSED link) 	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Describe events in some detail.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine • being a safe pedestrian (PSED link) 	<p>Recognise some environments that are different from the one in which they live.</p> <p>Use new vocabulary in different contexts.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine • being a safe pedestrian (PSED link) 	<p>Describe what they see, hear and feel whilst outside.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine • being a safe pedestrian (PSED link) 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine • being a safe pedestrian (PSED link) <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • toothbrushing • having a good sleep routine 	<p>Learn new vocabulary. Use new vocabulary throughout the day (C&L link)</p> <p>Articulate their ideas in well-formed sentences (C&L link)</p> <p>Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating
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		<ul style="list-style-type: none"> • having a good sleep routine • being a safe pedestrian (PSED link) 			<ul style="list-style-type: none"> • being a safe pedestrian (PSED link) 	<ul style="list-style-type: none"> • toothbrushing • having a good sleep routine • being a safe pedestrian (PSED link)
Geography	Explore the natural world around them.	Recognise some environments that are different from the one in which they live.	Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different from the one in which they live.	
History	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past.		
Computing	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • sensible amounts of 'screen time' (PSED link) 	Show resilience and perseverance in the face of challenge (PSED link)	Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD link)	Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD link)		
Expressive Art and Design						
Reception (Development Matters)	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	Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.



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	developing their ability to represent them (from 3 and 4 year old curriculum)	matching the pitch and following the melody.	Develop storylines in their pretend play.			
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