



Bethersden Primary School

Dedicated to Excellence

EYFS

2020-2021

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic/ Wider Learning	<u>Marvellous Me</u> Stunning Start: Bumblebee Class Party (All about Bumblebee Class)		<u>There is a hero in me</u> Stunning Start: Superhero Day	<u>Imagination</u> Stunning Start: Knights and Princess Day with banquet	<u>Our Wonderful World</u> Stunning Start: In school Safari Day	
Texts	<ul style="list-style-type: none"> • Monkey Puzzle by Julia Donaldson • My Dad by Anthony Browne • Kipper’s Birthday by Mick Inkpen • Whatever Next! by Jill Murphy • My Mum and dad make me laugh by Nick Sharratt • Going on a bear Hunt by Michael Rosen 		<ul style="list-style-type: none"> • Supertato by Sue Hendra and Paul Linnet • How to save a Superhero by Caryl Hart and ed eaves 	<ul style="list-style-type: none"> • The paper bag Princesses by Robert Munsch • Everything you need for a tree house by Carter Higgins • Dear Dragon by An Vrombaut 	<ul style="list-style-type: none"> • Yucku Worms by Vivian French • Harry saves the Ocean by n.g.k with Sylva Fae • The Little Cockroach by Susie Violet • Norman the slug with the silly shell by Sue Hendra and Paul Linnet • Handa’s Surprise by Eileen Browne • Non-fiction fact books 	
Read Write Excellence	<ul style="list-style-type: none"> • <u>Learn, hear, say and identify Set 1 sounds and simple diagraphs in order;</u> • m a s d t • i n p g o • c k u b f e l k • sh r j v y w • th z ch q x ng nk • <u>As each group is learnt teach blending and segmenting with CVC words.</u> • Explore and experiment with sounds, words and texts. • Link sounds with letters in own name and familiar 		<ul style="list-style-type: none"> • <u>Ditties</u> • <u>Review Set 1 sounds</u> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. 	<ul style="list-style-type: none"> • <u>Red Level Books</u> • <u>Review Set 1 sounds</u> • <u>Teach Set 2 sounds</u> • <u>ay, ee, igh, ow, oo, oo</u> • <u>Initial consonant blends</u> • <u>sp, fl, sl, cr, dr</u> • <u>Word endings</u> • <u>ss, ll, ck, ve</u> • <u>Read real and nonsense words containing sounds learnt</u> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in 	<ul style="list-style-type: none"> • <u>Green Level Books</u> • <u>Review set 1 diagraphs</u> • <u>Teach/ review Set 2 sounds</u> • <u>ay, ee, igh, ow, oo, oo</u> • <u>Word endings</u> • <u>ff, tch</u> • <u>Read real and nonsense words containing sounds learnt</u> • Link sounds 	<ul style="list-style-type: none"> • <u>Purple Level Books</u> • <u>Teach/review Set 2 sounds</u> • <u>ar, or, air, ir, ou, oy</u> • <u>double consonants</u> • <u>tt, ll, ff, ss, zz</u> • <u>initial blends</u> • <u>tr, st, bl, sw, bl, fr, spl</u> • <u>Read real and nonsense words</u>

	<p>words.</p> <ul style="list-style-type: none"> • Learn that text is read from left to right, top to bottom. • Tell stories from pictures. • Enjoy a range of books and stories. 	<ul style="list-style-type: none"> • Blend CVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. 	<p>which they occur.</p> <ul style="list-style-type: none"> • Blend CVC and CCVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. • Begin to know that some words, common exception words, cannot be read using phonic knowledge. • Recognise and join in with predictable phrases. 	<p>to letters, naming and sounding letters of the alphabet.</p> <ul style="list-style-type: none"> • Hear and say sounds in words in the order in which they occur. • Blend CVC and CCVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. 	<p>containing sounds learnt</p> <ul style="list-style-type: none"> • Blend CVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. • Use phonics to read unknown or difficult words • Recognise all common diagraphs taught. • Read automatically common exception words as
--	--	--	--	---	---

					<ul style="list-style-type: none"> • Read automatically common exception words as they are introduced in the texts. • Read a variety of texts including non-fiction. 	<p>they are introduced in the texts.</p> <ul style="list-style-type: none"> • Read a variety of texts including non-fiction.
Writing / Reading during Choice Time	<ul style="list-style-type: none"> • Play crash, band and wallop and other listening games. • Playdough writing • Learn nursery rhymes. 	<ul style="list-style-type: none"> • Blending washing line for children to write and read CVC words. • Puppet station to tell own stories. • Bertie bus – match the picture to first sound 	<ul style="list-style-type: none"> • Match and spell game • Sound detective station • Feed the rhyming Robert 	<ul style="list-style-type: none"> • Feed Fred the correct sound. • Read, write make station • Write lists • Label construction creations • Roll and read • Rhyming treasure chest game 	<ul style="list-style-type: none"> • Spray the special friend sound • Write list • Label discovers • Roll and read • Match the lower and capital letter ice-creams 	<ul style="list-style-type: none"> • Read the red words on balls then throw them in a bucket. • Write stories • Label creations • Colour the alien word
Power Maths	<u>Number and Place value</u> <ul style="list-style-type: none"> • Counting to five 	<u>Number and Place Value</u> <ul style="list-style-type: none"> • Comparing quantities of objects 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> • Introduce part whole • Count to 10 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> • Use ten frame • Part whole model to 10 • Number bonds to ten <p>Properties of a shape</p>	<u>Exploring Patterns</u> <ul style="list-style-type: none"> • Making patterns <u>Addition and Subtraction</u>	<u>Numerical Patterns</u> <ul style="list-style-type: none"> • Doubling, halving and sharing • Odd and even

	<ul style="list-style-type: none"> • Can sort into two groups 	<ul style="list-style-type: none"> • One more and one less • Children to use everyday language about their day. 	<ul style="list-style-type: none"> • Comparing group up to 10 • Combing two groups to find a whole 	<ul style="list-style-type: none"> • Spacial Awareness • 3D and 2D shapes 	<ul style="list-style-type: none"> • Adding by counting on • Subtraction by counting back <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Counting to 20 	<p><u>Measure</u></p> <ul style="list-style-type: none"> • Length, height and distance • Weight • Volume and capacity
Maths during choice time Ideas	<ul style="list-style-type: none"> • Flowerpots with numbers children need to put object in. • Numbers on cars to park. • Object with number on and put that many pegs on it • Thread number of beads onto pipe cleaner • Practise writing numbers on number roads. • Number rhymes 	<ul style="list-style-type: none"> • Shop to sort objects • Jars to add more and less to • Daily timetable children do. • Opening and closing time for shop • Role play daily activities 	<ul style="list-style-type: none"> • Number bond games • Making piles of objects up to ten. • Numbers on cars to park. • Match the superhero to the peg • Thread number of beads onto pipe cleaner • Practise writing numbers on number roads. 	<ul style="list-style-type: none"> • Wooden ten frame outside or children to explore and play with. • Ten frame bus • Part whole to ten games (train, bus, numicon puzzle, skittles on a wall etc) • Hoops to represent part whole model for children to explore. • Shape hunt • 2D to 3D shapes out for construction • Obstacles available for children to practice their own special awareness. 	<ul style="list-style-type: none"> • Patterns to copy and supplies to create their own. (art and loose parts) • Flowerpots to add to and take away with pretend flowers. 	<ul style="list-style-type: none"> • Socks to pair. • Animals and fruits of different sizes to order. • Measuring equipment to record discoveries (e.g. in the bug lab) • Measuring equipment in water area with challenges

<p>Personal, Social and Emotional Development</p>	<p><u>New beginnings</u></p> <ul style="list-style-type: none"> • Classroom routines and rules (discuss how it makes adult feel) • Support children in making friends • Learn how to play co-operatively together (taking turns) 	<p><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> • How to deal with anger e.g. when someone has taken a toy • Bonfire night safety 	<p><u>Going for Goals</u></p> <ul style="list-style-type: none"> • Board Games – taking turns (snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules) 	<p><u>Good to be me</u></p> <ul style="list-style-type: none"> • Feelings – looking at facial expression • Think about how others feel • Show sensitivity to others • Inside out movie 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Kims game/ memory games • Encourage positive relationships with others (how to solve own disagreements) • Understand other people’s point of view • Understand what bullying is 	<p><u>Changes</u></p> <ul style="list-style-type: none"> • Transition to year 1 • Discuss how they could help next year’s Reception class
<p>Physical Development (Clever fingers available everyday)</p>	<ul style="list-style-type: none"> • Managing own personal hygiene • Pencil control: Following patterns • Learn how to put own shoes and jacket on. 	<ul style="list-style-type: none"> • Parachute and ring games • Pencil control: Letter formations (with focus on s,a,t,p,i,n) airwriting • Air writing with ribbons 	<ul style="list-style-type: none"> • Riding a bike • Pencil control: Letter formations (focus on letter formation clusters – i,j,l,t and b,h,k) 	<ul style="list-style-type: none"> • Hula hooping • Pencil control: Letter formations (focus on letter formation clusters – c,a,d,o,g,q) 	<ul style="list-style-type: none"> • Healthy eating • Pencil control: Letter formation (focus on letter formation clusters - n,m,p,r and u,v,w,y) • Start learning how to do buttons and shoelaces 	<ul style="list-style-type: none"> • Sports day practise • Safety in the sun • Pencil control: Letter formation (focus on letter formation clusters – f,s,e,z,x)

		<ul style="list-style-type: none"> Learn how to use scissors. 				
Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions <ul style="list-style-type: none"> Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics Learn how to play Chinese whispers 					
Understanding the world	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Start to understand similarities between themselves and others and their environment (home). Start to understand that not everyone enjoys the same things. Looks at different celebrations and treat differences with respect. 	<ul style="list-style-type: none"> Help people help the community. Choosing technology to record events and how it helps us. Start to make observations of animals 	<ul style="list-style-type: none"> Understand why people's lives were different in the past (look at castles and knights and our lives today) Understand how technology has changed. Look at different materials and floating and sinking (create own imaginary land and need to think what is best to make it from). 	<ul style="list-style-type: none"> Practise logging onto the computer Understand different cultures and traditions e.g the difference between Africa and England (clothing, food, buildings and landscapes etc) Make observations on animals and plants and discuss changes (Change from egg to duckling). Understand that the environment and living things are influenced by human activity – look at pollution in the ocean 		
Expressive Arts and Design (In all terms - Engage in imaginative role-play based on own first-hand experiences)	<ul style="list-style-type: none"> Picasso - Self portrait "Every child is an artist" Individual life size collage Music – finding a voice (learn lots of new songs/sing with confidence) Firework pictures Christmas play 	<ul style="list-style-type: none"> Responding to music through dance (Create own superhero dance) Music – Learn about 	<ul style="list-style-type: none"> Design own land using a variety of material Mother's Day cards (14.3.21) Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow 	<ul style="list-style-type: none"> Colour mixing and looking at textures. Music - learn how to play simple songs and make up their own. Also look at music from different cultures. experiences. Father's Day cards (20.6.21) 		

	<ul style="list-style-type: none"> • Music – learn firework song and learning Christmas play songs 	rhythm and pulse in songs (learn songs about their heroes)		
Potential Role Play Areas	Home Corner Shop	Vet Fire Station Superhero Headquarters	Castle Dragon Cave	Under the sea Safari Artic adventure Bug Lavatory
Potential Experiences	Community and local area walk Colourful stones for community	Paramedic Police Fire fighter	Visit a castle	Zoo Petting zoo Zoo Lab Pond dipping Beach trip (picking up rubbish) Hatch ducklings