

Kilmington Primary School

Curriculum Overview 2021-2022

Early Years Foundation Stage

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge	Is everybody's home the same?	Where does the day go at night?	How do I get about?	Who are the famous characters inside my books?	What happened to Jack's beans?	Are all minibeasts scary?
Hook/ wow moment	A walk in the local area looking at the different homes that people live in. Develop the 'home corner' in the classroom with help and suggestions from children.	Read 'Owl Babies'. Watch a time lapse video on the smart board showing night turning into day, etc. Visit to the church to see the Crib.	On the smart board, watch a plane taking off from the cockpit. Trip into Axminster on the bus/ or to Honiton on the train	World Book Day The Jolly Postman. Have volunteers dress as characters from the book and read out their letters. Trip to the woods.	Visit to a garden centre, allotment or garden. Giant Beanstalk appears!	Visit from or to a minibeast expert bringing large and small insects to look at and handle. Butterfly eggs/ Butterfly release
Theme	Materials/ homes/ family/ community/ around the world/ in the past/ all about me	Night & day/ senses/ around the world/ animals/ Christianity/ seasons	Transport/ mapping/ around the world/ in the past/ how things work	Books/ fairytales/ nursery rhymes/ In the past/ stories around the world	Growing plants/ healthy eating/ dental health/ seasons/ food around the world	Minibeasts/ habitats/ Changes/ transition
Celebrations/ Events	Harvest World Food Day Halloween Grandparents day Build the biggest den competition.	Remembrance day Bonfire night Diwali Lantern walk Christmas	Junk vehicle challenge! Can we make a car big enough to sit in! Chinese New Year	World Book Day A helicopter stories performance Shrove Tuesday Lent Easter	Trip to Sophy's farm and cooking Maypole dancing	The Ugly Bug Ball! Moving up day Sports day Whole school trip
Vocabulary	House, Home, Flat Mum, Dad, Brother, Sister, Auntie, Uncle, Grandmother, Grandfather.	Day Night Dusk Dark Moon	Car, Bus, Train Aeroplane Walk, Scoot Run,	Books, non fiction, fiction, genre Characters, settings, problem, solution,	Plant Leaf Flower Stem Seed	Insect minibeast beetles Caterpillar Chrysalis

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	Road, Street Door Number Garden, Kitchen Front room, Bedroom Living Room Map, Country, County, City, Town, Village	Street light Light Stars nocturnal Colours	Ride Road, Street Airport, Station Underground Tube	fairy tales, heroes, villain Beginning, middle, end, Story mountain	Beanstalk Grow Tall Taller Tallest Small Smaller Smallest	Spider Web Cocoon Habitat Butterfly Woodlice worms
Linked Books	The three little pigs The house that Jack built Me on the map A place called home The diggers are coming Peepo Desert girl, monsoon boy	Owl babies Can't You Sleep Little Bear Peace at last Wow! Said the Owl Nativity Story	Bear Hunt Train ride Chapatti Moon Duck in the truck Mrs Armitage The gingerbread man	The Jolly Postman On the way home The enormous turnip Traditional tales from other cultures	Jaspers beanstalk Jack and the beanstalk Oliver's Vegetables Baby goes to market Farmer Falgu Goes to the Market	The bad tempered ladybird The very hungry caterpillar Superworm! When there were giants
Maths	<u>White Rose Maths</u> Getting to know you Just like me (Match and sort) Making comparisons (Compare amounts, compare size, mass and capacity) Exploring Pattern (Make simple patterns)	<u>White Rose Maths</u> It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking Circles and triangles Spatial awareness Shapes with 4 sides Light and dark Numbers to 5 Four and Five	<u>White Rose Maths</u> Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<u>White Rose Maths</u> Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern Consolidation	<u>White Rose Maths</u> To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning First, then, now Adding more Taking away Spatial reasoning	<u>White Rose Maths</u> Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning On the move Deepening understanding Patterns and relationships Spatial reasoning

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		One more and one less Measurement – Time (Night and day)				
Literacy	<p>Comprehension Focus To say what we think a book is about by looking at the cover and to talk about who their favourite character is</p> <p>Phonics Teach Phase 2 GPCs Oral Blending/segmenting Letter formation Reading groups</p>	<p>Comprehension Focus To explain how a character is feeling and answer simple questions about what has happened</p> <p>Phonics Teach Phase 2 GPCs Oral Blending/segmenting VC/ CVC words Read phase 2 tricky words Letter formation Reading groups</p>	<p>Comprehension Focus To use words to describe a character or setting and to say what happened first in the story</p> <p>Phonics Recap Phase 2 GPCs Teach Phase 3 GPCs Oral Blending/segmenting CV/ VC/ CVC words and phrases Read phase 3 tricky words Write phase 2 tricky words Letter formation Reading groups</p> <p>Writing groups – words, phrases</p> <p>Writing</p>	<p>Comprehension Focus To say what you think will happen next and to explain why something happened</p> <p>Phonics Recap Phase 2 GPCs Teach Phase 3 GPCs Oral Blending/segmenting CV/ VC/ CVC words, phrases and sentences Read phase 3 tricky words Write phase 2 tricky words Letter formation Reading groups</p> <p>Writing groups – words, phrases</p>	<p>Comprehension Focus To explain why we like a character or story and to find a word which means ...</p> <p>Phonics Recap Phase 3 GPCs Teach phase 4 Oral Blending/segmenting CVCC/ CCVC/ CCVCC words, phrases and sentences Read phase 4 tricky words Write phase 2 and 3 tricky words Letter formation Reading groups</p> <p>Writing groups – words, phrases, sentences</p>	<p>Comprehension Focus To say what happened at the beginning, middle and end of a story</p> <p>Phonics Recap and Consolidate all phases Oral Blending/segmenting CVCC/ CCVC/ CCVCC words, phrases and sentences Read phase 4 tricky words Write phase 2 and 3 tricky words Letter formation Reading groups</p> <p>Writing groups – words, phrases, sentences</p>

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	<p>Writing Name copying and writing Writing secret symbols initial sounds</p>	<p>Writing Name writing Writing secret symbols initial sounds CVC words</p>	<p>Phonetically decodable words, phrases and captions</p>	<p>Writing Phonetically decodable words, phrases and captions</p>	<p>Writing Phonetically decodable words, phrases and simple sentences Correct spelling of phase 2 tricky words</p>	<p>Writing Phonetically decodable words, phrases and simple sentences Correct spelling of phase 3 tricky words</p>
<p>Understanding the World Key Knowledge (including but not limited to)</p>	<p>Locational Knowledge •I know about the features of my own immediate environment •I know the name of the village and city the school is located in.</p> <p>Geographical Skills and Fieldwork •I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p>	<p>Changes within living memory -I know how my family celebrate Christmas</p> <p>Manmade and Natural Geography -I know about the signs of autumn/winter and the associated weather.</p> <p>Place Knowledge Explain some similarities and differences between life in this country and</p>	<p>Locational Knowledge •I know about the features of the world and Earth.</p> <p>Place Knowledge •I know environments vary from one another. •I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p>	<p>Place Knowledge •I know environments vary from one another. •I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p> <p>The lives of significant individuals in the past -I know about the past through settings, characters and events</p>	<p>Manmade and Natural Geography -I know about the signs of spring and the associated weather.</p> <p>Place Knowledge -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</p>	<p>Manmade and Natural Geography -I know about the signs of summer and the associated weather. e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</p>

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	<p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> •I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Looking at new and old houses. 	<p>life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Changes within living memory</p> <ul style="list-style-type: none"> - I know about changes that have happened within my family lifetime Grandparents – how did they travel around? -I know about the lives of the people around me and their roles in society Pilots, train driver, bus drivers, boat captains, astronauts. <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> •I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Transport in the past: steam trains, horse 	<p>encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> -What is the same/ different between the story and now? <p>Changes within living memory</p> <ul style="list-style-type: none"> •I know about the lives of the people around me and their roles in society - Different occupations/ what do they do? Postman; sorting office; post office 	<ul style="list-style-type: none"> •I know environments vary from one another. •I know about similarities and differences between places - Will my beanstalk grow here? – looking at different environments -farming and growing plants in other countries <p>Changes within living memory</p> <ul style="list-style-type: none"> - I know about changes that have happened within my family lifetime Grandparents – did they grow vegetables? -I know about the lives of the people around me and their roles in society Farmers/ Gardeners 	<p>Changes within living memory</p> <ul style="list-style-type: none"> -I know about my own life-story and family’s history. - know how I have changed
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			and carriages, penny farthing.			
Science	<p>Food of the Seasons - <i>Making Pumpkin Soup</i> Developing an understanding of the link between seasons and food. Observing the changes to food when it is cooked.</p>	<p>Light Magic - Building a dark den Exploring the nature of light. Learning that dark is the absence of light. Frozen Observing seasonal changes and exploring melting and freezing. Why is ice so slippery?</p>	<p>Save the Gingerbread Man - Learning about properties of materials and changes through cooking/ mixing/ soaking - Explore floating and sinking. Which material will make the best boat?</p>	<p>Into the woods... -Observing similarities and differences between native plants and animals. -Learning the names of some native plants and animals - Same/ different look at rainforests - Learn how to be respectful and care for the natural world</p>	<p>The potting shed - Planting seeds and caring for growing plants - Life cycle of plants - Exploring, collecting and observing different seeds - Why don't banana's grow in Kilmington? -Food around the world</p>	<p>The Bug Hotel - identifying some native minibeasts/ contrast with minibeasts from around the world - How to carefully collect minibeasts -Where do minibeasts live? What do they eat? - Life cycles of butterflies</p>
RE	<p>Being special: where do we belong? Me, my family and my school Harvest Visit the church</p>	<p>Why is Christmas special for Christians? Remembrance Day Diwali/Hanukkah Advent/Christmas -Compare how people in the UK celebrate these different festivals</p>	<p>What places are special and why? Chinese New Year</p>	<p>Why is Easter special for Christians? Shrove Tuesday Lent Mothering Sunday Easter/ Holi</p>	<p>What stories are special and why? Ramadan/ Eid-alFitr</p>	<p>Why is the word 'God' so important to Christians?</p>

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<p>Expressive art and design</p>	<p>Making houses Dens, small and large construction blocks, junk modelling</p> <p>Artist- Lowry Learning about the artist Drawing/ painting houses and streets with matchstick figures</p> <p>Music Charanga Me!</p>	<p>Making Shadows Exploring their shadows. Making shadow puppets. Using a light source with construction materials.</p> <p>Mixing colours Use cellophane and light, paints, food colouring in water.</p> <p>Music Charanga My stories</p>	<p>Gingerbread Challenge Form characters using malleable and other materials. Make a house for a character. Build a boat, bridge, trap or fast vehicle to help the gingerbread man escape.</p> <p>Music Charanga Everyone!</p>	<p>Environmental Art Using found materials to create art both in the woods and at school</p> <p>Artist- Goldsworthy Learning about the artist Making towers of stones Making patterns with found objects</p> <p>Music Charanga Our World</p>	<p>Music</p> <p>Artist- Arcimboldo Learn about the artist Painting flowers/ fruits/ vegetables Making food art</p> <p>Music Charanga Big Bear Funk</p>	<p>Making a bug hotel Use a variety of materials to make a place for bugs to live</p> <p>Ugly Bug Ball Make decorations Make costumes Create a dance</p> <p>Music Charanga Reflect, rewind, replay</p>
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</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>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

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	<p>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 spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>
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