

Woodbury Church of England Primary School

Curriculum Grid

Due to the integrated nature of the EYFS curriculum most statements will be covered throughout the year however there may be a particular focus in a certain term.

EYFS	Autumn What makes me special? Jolly Postman <i>Starting School/family/being healthy/staying safe/Christmas</i>	Spring Superheroes Space <i>Helping others/Easter/Plants</i>	Summer What might you find at the beach? <i>Pirates/sea life/environments</i>	
PRIME AREAS OF LEARNING				
Communication and Language Giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.	Listening and attention: <ul style="list-style-type: none"> Children listen attentively in a range of situations They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions They give their attention to what others say and respond appropriately, while engaged in another activity 			
	Understanding: <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions They answer 'how' and 'why' questions about their experiences and in response to stories or events 			
	Speaking: <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events 			
		Taught through the following books as well as topic areas		
	From Head to Toe Lunchtime The Jolly Postman The Jolly Christmas Postman	Max Traction Man Whatever next Aliens love underpants	Sharing a Shell Night Pirates	
Physical Development Providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	Moving and handling <ul style="list-style-type: none"> They move confidently in a range of ways, safely negotiating space Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing 			
	Health and self-care <ul style="list-style-type: none"> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently 			
	Daily 'Leap into Life' sessions			
Personal Social and Emotional Development Helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	Self-confidence and self-awareness <ul style="list-style-type: none"> Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group Children will talk about their ideas. They say when they do or do not need help They will choose the resources they need for their chosen activities 			
	Managing feelings and behaviour <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable They work as part of a group or class, and understand and follow rules They adjust their behaviour to different situations, and take changes of routine in their stride 			
	Making relationships <ul style="list-style-type: none"> Children play cooperatively, taking turns with others They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children They take account of one another's ideas about how to organise their activity 			
SPECIFIC AREAS OF LEARNING				
Literacy Encouraging children to read and write, both through listening to others reading and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems and other materials to ignite their interest.	Writing <ul style="list-style-type: none"> Children will learn to write their name They will form individual letters and begin to write words 	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds Children write some irregular common words They write simple sentences which can be read by themselves and others Some words are spelt correctly and others are phonetically plausible 		
	Reading <ul style="list-style-type: none"> Children will use the letters and sounds phonics program They will learn to recognise letter sounds and blend these together to read words Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words Children read and understand simple sentences. They demonstrate an understanding when talking with others about what they have read 			
	Children will use the bug club book scheme and will read individually and in groups with adults in school.			
Mathematics Providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.	Numbers <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer They solve problems, including doubling halving and sharing 			
	Shape, space and measures <ul style="list-style-type: none"> They recognise, create and describe patterns They explore characteristics of everyday objects and shapes and use mathematical language to describe them Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems 			
Understanding of the World Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	The world <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things They make observations of animals and plants and explain why some things occur, and talk about changes They talk about the features of their own immediate environment and how environments might vary from one another 			
	People and communities <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 			
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular Purposes		
	Computing	We can count – programming a beebot We can understand	We are successful – taking photos & downloading them We can observe – using a digital	We are digital readers – opening and exploring digital texts We can blog – communicating with digital text

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		instructions: recording recipes	microscope	
	R.E	Why is the word God so important to Christians? Why do Christians perform nativity plays at Christmas?	How can we help others when they need it? Why do Christians put a cross in an Easter garden?	What make every single person unique and precious? How can we care for our wonderful world?
Expressive Arts and Design - involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.	Exploring and using media and materials	<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		
	Being imaginative	<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 		
Role play Ideas	Home, healthy eating café/shop, Doctors surgery, nativity	Spaceship, underpants HQ, Superhero rescue centre, toy shop	Pirate ship, under the sea, beach cafe	