


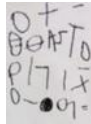
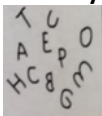
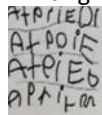
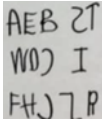
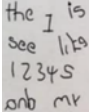


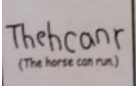
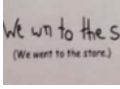
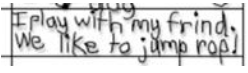
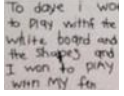
# St Mary's Primary School, Oxted

## EYFS Curriculum Overview



	Autumn Term		Spring Term		Summer Term	
Curriculum Area	1	2	1	2	1	2
<b>Literacy</b>	Owl Babies (non-fiction texts)  Goldilocks and the Three bears	Leaf Man  Stick Man	The story of Snow (non-fiction texts)  The Three Billy Goats Gruff  The Extraordinary Gardener (non-fiction texts)	A Way back home  Little Red Riding Hood	Tom and the Island of Dinosaurs  The Very Hungry Caterpillar (non-fiction texts)	Commotion In the Ocean (non-fiction texts)  Captain Pugwash  Tiddler  Marti the Hammerhead Shark
<b>Phonics - RWI</b>	Recognise and read Set 1 single sounds.  Red word focus: I the	Recognise and read Set 1 single sounds and Set 1 special friends.  Red word focus: to no  Read all Set 1 sounds; blend sounds into words orally	Consolidate Set 1 and Special Friends  Red word focus: of my  Blend sounds to read words; read short Ditty stories	Consolidate Set 1 and Special Friends (start to introduce Set 2)  Red word focus: I of the to no my  Read Red Storybooks	Teach Set 2  Red word focus: the your said you my he I are of no  Read Green Storybooks; read some Set 2 sounds	Teach Set 2  Red word focus: the your said you my he I are of no  Read Green or Purple Storybooks

	Pre - writing		Letter strings		Early developmental spelling		
<b>Writing</b>	<p>I explore making marks, but I do not communicate meaning.</p> <p>Random scribbling</p> 	<p>I draw pictures.</p> <p>I use lines to look like writing. Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p> 	<p>write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p> <p><b>Attempts to write name</b></p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing.</p> <p><b>Writes name from memory</b></p> 	<p>I use letter strings which travel from left to right and top to bottom.</p> <p>I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words</p> 	<p>I copy words that I see in the environment around me.</p> <p>I often do not know what the words say.</p> 
<b>Developing Writing</b> <b>Representing Sounds in Words</b>	<p>I am beginning to hear initial sounds and attempt to write these down.</p> <p><b>m - mum</b> <b>letter for name</b></p>	<p>I can hear initial sounds in words and write the letters down to match.</p> <p><b>c - cat</b> <b>d - dog</b> <b>p - pig</b></p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.</p> <p><b>muy - mummy</b> <b>pto - potato</b> <b>sbr - strawberry</b></p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p><b>at in up</b> <b>cat</b> <b>dog</b> <b>Pig</b></p>	<p>I can write High Frequency decodable and tricky words from memory.</p> <p><b>mum dad. and can</b></p> <p><b>I go to the no into</b></p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</p> <p><b>buzz fill. mess</b> <b>ship. chip thing rush</b> <b>boat sheep now soil</b> <b>chair night. Pure.</b></p>	

<p><b>Developing Writing Sentences</b></p>	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p><b>Repeats &amp; recalls</b></p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p>  <p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p>	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 
<p><b>Mathematics</b></p>	<p>Have a deep understanding of numbers 1 – 3.</p>	<p>Have a deep understanding of numbers 1 - 5.</p>	<p>Have a deep understanding of numbers 1 – 8.</p>	<p>Have a deep understanding of numbers 1 - 10</p>	<p>To revise number bonds to 5.</p>	<p>Know number bonds to 10 including doubling facts.</p>
<p><b>Understanding the World</b></p>	<p>Settling into school</p> <p>Our Class Rules</p> <p>Seasons (Autumn)</p> <p>All about me (body parts and senses)</p>	<p>Diwali</p> <p>Bonfire night</p> <p>Black History Month</p> <p>Seasons (Autumn/Winter)</p> <p>Different Environments</p>	<p>Lunar New Year</p> <p>Our School/Local Area – maps</p> <p>Seasons (Winter/Spring)</p> <p>Growing and Materials</p>	<p>Science Week</p> <p>Seasons (Spring)</p> <p>Growing and Materials</p>	<p>The life cycle of a human</p> <p>The life cycle of a butterfly</p> <p>Seasons (Summer)</p> <p>Insects/Dinosaurs</p> <p>Insects/habitats/life cycles</p>	<p>Looking after our Oceans &amp; Sea creatures</p> <p>Seasons (Summer)</p> <p>Marine Animals</p> <p>Habitats and Conservation</p>

<p><b>Expressive Arts and Design</b></p>	<p>Sing simple nursery rhymes Explore the sounds made by different instruments Handle the instruments with care Charanga My Body  Painting Self -portraits</p>	<p>Focus Artist: Alma Thomas  Learn Christmas songs and dances Learn a Diwali song Play percussion keeping time with familiar music Abstract painting with shapes Clay Diwali lamps</p>	<p>Listen to music from different times and places Move body to find the pulse Identify instruments Charanga Everyone  Collage Cutting and Sticking materials</p>	<p>Listen to music from different times and places Move body to find the pulse Identify instruments  Charanga Everyone  Collage Cutting and Sticking materials</p>	<p>Identify a riff or pattern Create a pattern on untuned percussion Create a pattern on tuned percussion Charanga Big Bear Funk  Observational drawing Imaginative painting</p>	<p>Focus Artist: J. M. W. Turner Exploring sounds from natural objects  Sea Shanties  Textiles Weaving with fishing nets</p>
<p><b>RE</b></p>	<p>What makes our world wonderful and how should we care for it?</p>	<p>Why is Christmas special for Christians? (The Nativity)</p>	<p>What can we learn from the stories of Jesus? New syllabus</p>	<p>What is an Easter Garden?</p>	<p>What makes something special?</p>	<p>Who Am I and Where do I belong?</p>
<p><b>PSED/PSHCE - Jigsaw</b></p>	<p>PSED - Me, My Feelings and Belonging  Jigsaw - Being Me in the World  Mind Up How Our Brains work The Core practise</p>	<p>PSED - Me, My Feelings and Belonging  Jigsaw - Celebrating differences  Mind Up Choosing optimism Taking Mindful Action</p>	<p>PSED - Friendships, Cooperation and Managing Feelings  Jigsaw - Dreams and Goals</p>	<p>PSED - Friendships, Cooperation and Managing Feelings  Jigsaw - Healthy Me</p>	<p>PSED - Independence, Responsibility and Transition  Jigsaw - Relationships</p>	<p>PSED - Independence, Responsibility and Transition  Jigsaw - Changing Me</p>
<p><b>PE/PD</b></p>	<p>Introduction to PE unit 1</p>	<p>Fundamentals Unit 1</p>	<p>Gymnastics Unit 1</p>	<p>Dance Unit 1</p>	<p>Ball Skills Unit 1</p>	<p>Games Unit 1</p>