

EYFS - Lilleshall Primary School Curriculum Plan – Specific Areas

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes / Interests / Lines of Enquiry	Goldilocks and the Three Bears The Enormous Turnip Harvest Oh No George Bear Hunt Cave Baby	Bonfire Night / Diwali The Three Little Pigs / Builders Superheroes / Supertato series Whatever Next? Space Christmas The Jolly Christmas Postman	Ellies Magic Wellies – Amy Sparkes series Lost and Found Pirates Gruffalo	Life Cycles Chicks / Ducklings The Egg An Egg is Quiet Cave Baby Stay Healthy	Jack and the Beanstalk Animals in my Garden Snail / Minibeasts Jaspers Beanstalk / Titch Supertato series The Hungry Caterpillar	My History / Peepo Now and Then Outside my Window The House that Once Was Lost in a Toy Museum
Communication and Language	Further Communication and language objectives will be highlighted in other areas of learning as they are subject specific					
Literacy – Reading Word Reading / Comprehension	<p>DFE Validated Scheme Supersonic Phonic Friends Basics 1 – until secure Basics 2 Tricky Words Basics 2</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p>Reading vc / cvc words – lists captions.</p> <p style="background-color: #90ee90;">Introduce Comprehension Reading Strategies – Weekly focus on each dog - Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p style="background-color: #90ee90;">Pie Corbett Reading Spine for Year R - Shhh! / Farmer Duck</p>	<p>DFE Validated Scheme Supersonic Phonic Friends Basics 2 – until secure Basics 3 Tricky Words Basics 2 / 3</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p>Reading vc / cvc words lists, captions and simple sentences.</p> <p style="background-color: #90ee90;">Comprehension Reading Strategies – Weekly focus on each dog - Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p style="background-color: #90ee90;">Pie Corbett Reading Spine for Year R – Rosie’s Walk / Whatever Next?</p>	<p>DFE Validated Scheme Supersonic Phonic Friends Basics 3 – until secure Tricky Words Basics 2 / 3</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p style="background-color: #90ee90;">Comprehension Strategies – Weekly focus on each dog - Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p style="background-color: #90ee90;">To introduce key words: setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90ee90;">To discuss the look and personality of characters in stories.</p> <p style="background-color: #90ee90;">Pie Corbett Reading Spine for Year R - Six Dinner Sid / The Gruffalo</p>	<p>DFE Validated Scheme Supersonic Phonic Friends Basics 3 – until secure Basics 4 Tricky Words Basics 2 / 3 / 4</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p style="background-color: #90ee90;">Comprehension Reading Strategies– Weekly focus on each dog - Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p style="background-color: #90ee90;">To understand key words: setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90ee90;">To discuss the look and personality of characters in stories.</p> <p style="background-color: #90ee90;">Pie Corbett Reading Spine for Year R – Owl Babies / Goodnight Moon</p>	<p>DFE Validated Scheme Supersonic Phonic Friends Basics 3 – until secure Basics 4 Tricky Words Basics 2 / 3 / 4</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p style="background-color: #90ee90;">Comprehension Reading Strategies– Weekly focus on each dog - Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p style="background-color: #90ee90;">Introduce Comprehension cards where appropriate.</p> <p style="background-color: #90ee90;">To understand key words: setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90ee90;">To discuss the look and personality of characters in stories.</p>	<p>DFE Validated Scheme Supersonic Phonic Friends Basics 3 – until secure Basics 4 Tricky Words Basics 2 / 3 / 4</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p style="background-color: #90ee90;">Comprehension Reading Strategies– Weekly focus on each dog - Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p style="background-color: #90ee90;">Comprehension cards where appropriate.</p> <p style="background-color: #90ee90;">To understand key words: setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90ee90;">To discuss the look and personality of characters in stories.</p>

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					Pie Corbett Reading Spine for Year R – Mr Gumpy’s Outing / On the Way Home	Pie Corbett Reading Spine for Year R – Mrs Armitage on Wheels / Handa’s Surprise
Literacy - Writing	<p>To write first name independently.</p> <p>To write labels, lists using initial and then initial and final sounds for words they want to write.</p> <p style="background-color: #90EE90;">To introduce storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p>	<p>To write first name using accurate handwriting.</p> <p>To write labels, lists and captions sounding out whole words using current phonic knowledge and tricky words.</p> <p>To label pictures or write words for a recount of something they have done.</p> <p style="background-color: #90EE90;">To practise storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p>	<p>To write first name independently and surname with a model.</p> <p>To write lists, captions and recounts by beginning to write simple sentences with support using finger spaces and sounding out whole words using current phonic knowledge and tricky words.</p> <p style="background-color: #90EE90;">To practice storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p> <p style="background-color: #90EE90;">To introduce key words setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90EE90;">To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p> <p>To take ownership of some of the writing of stories during story telling sessions – adult / child partnership scribes. Use a Setting / Problem / Resolution Story telling Plan to support.</p>	<p>To write first name and surname independently.</p> <p>To write lists, captions, recounts and simple stories by writing simple sentences with support using finger spaces, full stops and capital letters with prompting. Sound out whole words using current phonic knowledge and tricky words.</p> <p style="background-color: #90EE90;">To practice storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p> <p style="background-color: #90EE90;">To introduce key words setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90EE90;">To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p> <p>To take ownership of some of the writing of stories during story telling sessions – adult / child partnership scribes. Use a Setting / Problem / Resolution Story telling Plan to support.</p>	<p>To write whole name independently with correct letter formation.</p> <p>To write lists, captions, recounts simple stories and instructions by writing simple sentences using finger spaces, full stops and capital letters with prompting. Sound out whole words using current phonic knowledge and tricky words.</p> <p style="background-color: #90EE90;">To practice storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p> <p style="background-color: #90EE90;">To introduce key words setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90EE90;">To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p> <p>To take ownership of some of the writing of stories during story telling sessions – adult / child partnership scribes. Use a Setting / Problem / Resolution Story telling Plan to support.</p>	<p>To write whole name independently with correct letter formation.</p> <p>To write lists, captions, recounts simple stories and instructions by writing simple sentences using finger spaces, full stops and capital letters with prompting. Sound out whole words using current phonic knowledge and tricky words.</p> <p style="background-color: #90EE90;">To practice storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p> <p style="background-color: #90EE90;">To introduce key words setting, problem and resolution to develop understanding of story.</p> <p style="background-color: #90EE90;">To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p> <p>To write own stories for acting out in the classroom. Use a Setting / Problem / Resolution Story telling Plan to support.</p>
Mathematics Number / Numerical patterns	<p>Activities to develop knowledge of :</p> <p>Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme</p> <p>Just Like Me – Matching / Sorting Comparing size Repeating pattern</p>	<p>Activities to develop knowledge of :</p> <p>Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme</p> <p>It’s Me 1,2,3! – Representing 1,2,3 Comparing 1,2,3</p>	<p>Activities to develop knowledge of :</p> <p>Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme</p> <p>Alive in 5 – Representing 0 Composition of 5</p>	<p>Activities to develop knowledge of :</p> <p>Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme</p> <p>Growing 6,7,8 – Combining groups Addition</p>	<p>Activities to develop knowledge of :</p> <p>Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme</p> <p>To 20 and Beyond – Number patterns to 20 Multiple 10 Frames</p>	<p>Activities to develop knowledge of :</p> <p>Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme</p> <p>Find My Pattern - Doubling Sharing</p>

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		<p>One more / One Less Circle / Triangles Subitise to 3</p> <p>Light and Dark – Representing 4,5 Comparing 4,5 Composition to 5 Five Frames / Part whole models Squares / Rectangles Subitise to 5</p>	<p>Equal / Unequal Altogether Mass / Capacity Subitise to 5</p> <p>Growing 6,7,8 – Representing 6,7,8 Composition 6,7,8 10 frames / Part whole models One more / One Less Subitise to 5</p>	<p>Pairs – Even / Odd Height / Length / Time</p> <p>Building 9 and 10 – Representing and sorting 9, 10 Ordering numbers to 10 Composition 9,10 Counting back from 10 3D shape / Pattern</p>	<p>Estimating Subtraction Missing numbers Ordering numbers Shapes / Models / Tangrams</p> <p>First, Then, Now – Addition Subtraction Triangles / Squares / Tangrams</p>	<p>Grouping Even and Odd</p> <p>On the Move – Problem Solving consolidation / Fluency</p>
	Problem solving – Word Problems	Problem Solving - Generalising	Problem Solving – Finding all Possibilities	Problem Solving – Logic problems	Problem Solving – Visual Problems and Diagrams	Problem Solving – Rules and Patterns
<p>Understanding the World Past and Present / People, Cultures and Communities / The Natural World</p>	<p>Past and Present History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Range of fairy stories – Substantive concepts – Ruler / Invasion / Settlement</p> <p>People Cultures and Communities Scarecrow Festival Harvest – Visit to church / Old Ben Homes</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Senses Autumn Walk – Play and explore in all seasons and different weathers • Observe living things at different times of the year. • Listen to sounds outside • Explore a range of materials including natural materials – using senses • Explore how materials change when heated using senses 	<p>Past and Present History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – The Gunpowder plot – Substantive concept – Ruler Disciplinary Concept – Cause and consequence</p> <p>People Cultures and Communities Diwali Christmas</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Senses Winter Walk - Play and explore in all seasons and different weathers • Listen to sounds outside • Observe living things at different times of the year • Learn about the solar system and stars and space travel 	<p>Past and Present History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Pirate stories – Substantive concepts - Invasion</p> <p>People Cultures and Communities Chinese New Year</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Weather Play and explore in all seasons and different weathers • Explore shadows • Explore rainbow • Explore how materials change when cooled – using senses • Explore - Floating and Sinking / Forces – how things move on land and water 	<p>Past and Present History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Stories about inventors of objects with historical significance – light bulb / telephone / electricity / car</p> <p>People Cultures and Communities Festival of Holi Easter</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Senses Spring Walk - Play and explore in all seasons and different weathers • Listen to sounds outside • Observe living things at different times of the year. • Name animals and describe habitats • Learn how to take care of themselves 	<p>Past and Present History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Little Elizabeth – The Young Princess who became Queen / The Queen’s hat – book and you tube clip – Substantive concept - Ruler</p> <p>People Cultures and Communities Stories from other religions and cultures</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Explore plants in their natural habitat • Name animals and describe habitats • The Globe / World Map – land and sea • Where we live England / Scotland / Wales / Ireland / Great Britain / United Kingdom • Creating simple maps of real locations and routes 	<p>Past and Present History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read : My History / Peepo / The House that once was - Disciplinary concept – Change and continuity</p> <p>People Cultures and Communities Special Places – church, mosque, synagogue – Visit to mosque / church</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Senses Summer walk - Play and explore in all seasons and different weathers • Listen to sounds outside • Observe living things at different times of the year. • Name main parts of the body internal and external

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	<p>The Globe / World Map – land and sea Following routes – Photo walk</p> <p>Key Scientist Reading – Groundbreaking Scientists – Mary Seacole / 100 Scientists who made History – Alexander Fleming / Medical Masterminds</p>	<p>The Globe / World Map – land and sea Following routes – Photo walk</p> <p>Key Scientist Reading – 100 Scientists who made History - Galileo/ Johannes Kepler / Edmond Halley / Henrieta San Leavitt – Space Ground Breaking Scientists – Dr Maggie Aderin- Pocock – Stargazer / Dr Mae Jemison - Astronaut</p>	<p>The Globe / World Map – land and sea Where we live England / Great Britain / United Kingdom Following routes – Photo walk Create imaginary maps linked to story</p> <p>Key Scientist Reading – 100 Scientists in History – Mary Anning – Fossils / Seeing things – Alhazen, Roger Bacon, Patricia Bath</p>	<p>The Globe / World Map – land and sea Where we live England / Scotland / Wales / Ireland / Great Britain / United Kingdom Create imaginary maps linked to story</p> <p>Key Scientist Reading– David Attenborough</p>	<p>Key Scientist Reading – / Ground Breaking Scientists - Dr Segenet Kelemu – The Day of the Locusts / Benjamin Banneker – If memory serves me....Time</p>	<p>Our Locality / Different Localities across the world – identify on world map The Globe / World Map – land and sea Where we live England / Scotland / Wales / Ireland / Great Britain / United Kingdom Creating simple maps of real locations and routes</p> <p>Key Scientist Reading –100 Scientists in History - Nikola Tesla – Electric Current / Michael Faraday – Electric Motor / Alessandro Volta – electrical current</p>
<p>Expressive Arts and Design Creating with materials / Being Imaginative and Expressive</p>	<p>Creating with found materials – Scrappies workshop</p> <p>Contemporary Artist – Drawing Portrait- Angela Maher - https://www.bbc.co.uk/teach/class-clips-video/how-to-draw-a-portrait/zk28qp3</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music. Claves – keeping beat</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics – loud and quiet sounds</p>	<p>Joining Techniques for paper and cardboard – introduce flap, flange, tabs, slot, L brace, fold, tie Introduce Design / Make / Evaluate template for children to use when designing.</p> <p>Mixing colour – paints / watercolour / pastels</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration – long short sounds</p>	<p>Wood work techniques – hammer / screw / drill / saw Introduce design criteria to Design / Make / Evaluate process</p> <p>Contemporary Artist – Sarah Suplina – collage – weather</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo – fast or slow</p>	<p>Wood work techniques – hammer / screw / drill / saw Introduce design criteria to Design / Make / Evaluate process</p> <p>Historical Artist – William Turner – Watercolour – Spring plants / Landscape</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo / texture – more than one instrument at a time</p>	<p>Pulleys and Levers / Machines and how things work – explore through design and make projects. Encourage more independence following the Design / Make / Evaluate process</p> <p>Contemporary Artist – Sculptor – Andy Goldsworthy – Nature Sculpture Minibeasts</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo / texture / pitch – high or low</p>	<p>Pulleys and Levers / Machines and how things work – explore through design and make projects. Encourage more independence following the Design / Make / Evaluate process</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo / texture / pitch / Structure – the musical plan - conductor</p>