

# **Holsworthy C of E Primary School: EYFS Rolling Programme 2018-2019**

*In line with best EYFS Practice, we adapt planning to closely match the needs and interests of the children. We start with the key questions below, but we allow the children to guide the journey.*

## **Autumn Term**

### **MAGNIFICENT ME!**

**Starting with us....** What is special about me? Exploring similarities and differences  
Who is in our family? Where do we live? What do we like to spend time doing?  
Who are my friends? – exploring friendship, being kind and working together and our feelings  
What do I like in my new classroom? What are my favourite activities?  
**Speaking and listening skills** – I can be confident in sharing my thoughts  
**Writing including** – First mark making, labels and lists.

### **ONCE UPON A TIME...**

**Then looking at .....** Traditional Tales such as Goldilocks and the Three Bears, The Three Little Pigs, The Gingerbread Man,  
Other stories – We're Going on a Bear Hunt  
Nursery rhymes – Traditional and non-traditional and rhyming  
What is our favourite story?  
Who are the characters? Are they good or bad? What are they like? What happens in the story?  
Where is the story set? What do the characters say to each other?  
Can you create your own story?  
**Speaking and listening skills** – I am confident to retell stories and rhymes  
**Writing including** – First mark-making, story maps, speech bubbles, lists, rhyming strings  
  
**Maths** – number, shapes all around us (2D and 3D), pattern making, measuring

**Visits:** We aim to visit Rosemoor Gardens and have a visit from a storyteller. As well as visits to the local library and park.

*Festivals: Harvest, Diwali, Christmas*

## **Spring Term**

### **LET'S EXPLORE!**

**Starting with...**stories such as Whatever Next!, The Owl that was Afraid of the Dark, Brown Bear, Oscar and the Moth,  
Non-fiction texts about light and dark  
Is the dark scary? What creates light? Which animals like the dark? How can we create light and dark colours?  
How can we use our senses to explore? What adjectives (WOW words) can we use to describe different objects?  
**Speaking and listening skills** - I can understand and respond appropriately to 'how' and 'why' questions  
**Writing including** – Story maps, descriptive sentences, postcards, speech bubbles

### **HABITATS!**

**Then looking at...**Stories such as Dear Zoo, Handa's Surprise, The Animal Boogie  
Non-Fiction Texts about different animals and habitats  
Where do different animals live? Why do they live there? How can we describe them?  
**Speaking and listening skills** – I can use descriptive language  
**Writing including** – Story writing, rhyming strings, postcards, lists, speech bubbles  
  
**Maths** – number, adding, subtracting, number bonds to 10, shapes (2D and 3D), measuring

**Visits:** A visit from the Zoo, a visit from Waitrose to taste healthy food,

*Festivals: Chinese New Year, Easter, Holi (Hindu festival), Shrove Tuesday*

## Summer Term

### WHAT A WONDERFUL WORLD!

**Starting with...** Growing stories 'You'll soon grow into them Titch', 'Jack and the Beanstalk', 'Oliver's Vegetables', 'Supertato', 'The Tiny Seed'

What are the different seasons? How does the weather change?

How have we changed over time?

How can we help ourselves to grow? How do we keep ourselves healthy?

**Speaking and listening skills** – I can tell you different instructions

**Writing including** – Story writing, postcards, lists, speech bubbles

### AHOY THERE ME HEARTIES!...and other journeys!

**Then looking at...** Pirates, journeys and our Oceans with Stories such as The Night Pirates, Portside Pirates, Mrs Armitage on Wheels, The Rainbow Fish, Fidgety Fish, The Naughty Bus

**Speaking and listening skills** – I can tell my own story

**Writing including** - Story writing, postcards, lists, speech bubbles

**Maths** – number, adding, subtracting, doubling, halving, number bonds to 10, measuring, shape

**Visits:** We aim to visit The Beach

*Festivals: St. George's Day, Shavuot (Jewish festival), Tanabata (Japanese festival)*

**Below are the 17 Early Learning Goals that children in the Early Years Foundation Stage (EYFS) work towards. At the end of their EYFS year children are expected to meet these goals.**

<b>Communication and Language</b>	<b>Listening and Attention:</b> 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.	<b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	<b>Speaking:</b> 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.
<b>Physical Development</b>	<b>Moving and handling:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	<b>Health and self-care:</b> children know the importance for good health of physical exercise, and healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently.	This cell is intentionally blank.
<b>Personal, Social and Emotional Development</b>	<b>Self confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	<b>Managing feelings and behaviour:</b> 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 the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	<b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and peers.

<b>Literacy</b>	<p><b>Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p><b>Writing:</b> children use their phonic knowledge to write words in ways which match their spoken sounds. They also 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.</p>	
<b>Mathematics</b>	<p><b>Numbers:</b> children count reliably with numbers from 1 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.</p>	<p><b>Shape, space and measure:</b> children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	
<b>Understanding the World</b>	<p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't 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.</p>	<p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><b>Technology:</b> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<b>Expressive Arts and Design</b>	<p><b>Exploring and using media and materials:</b> 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.</p>	<p><b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thought and feelings through design and technology, art, music, dance, role-play and stories.</p>	