









Ashes - EYFS Curriculum Coverage for St Paul's Curriculum 2021-2022




Key – [Big Question](#), [Christian and British Values in Action](#), [Enrichment and Entitlement](#), [Key skills](#)

Term	Literacy Texts Communication and Language	Maths	Understanding the World	Personal Social and Emotional Development	Physical Development	Computing	Expressive Arts and Design
Autumn Term 1	EYFS children in Acorns						
<p>Autumn Term 2</p> <p><i>Do you want to go on an adventure?</i></p> <div style="text-align: center;">  Christian Value Courage </div> <div style="text-align: center;">  British Value Individual Liberty </div> <p><u>Rights Respecting Schools</u></p> <p>International Children's Day 20th November 21 Articles 1 and 4</p> <p>Anti – Bullying Week Monday 15th – Friday 19th November Articles 2, 12 and 19</p>	<p><u>Stories with repetitive patterns (5 weeks)</u> We are going on a bear hunt, Michael Rosen.</p> <p><u>Fact Files (2 weeks)</u> Professor Astro Cat's Solar System-Space</p> <p>Listening and Attention: Shared Reading. Following Simple instructions. Listen without interrupting on a 1-2-1 conversation.</p> <p>Understanding: Comments on what they have heard.</p> <p>Speaking: Participate in small group and 1-2-1 discussions offering their own ideas.</p> <p>Comprehension: Orally retell stories through role play and small world play.</p> <p>Word Reading: Read and blends CVC and CVCC words. Read red books/Phase 2 as guided reading and home reading books.</p> <p>Writing: Write the first and initial sound with support of an adult/ sound mat.</p>	<p>7 weeks number composition 1-7: Include shape linked to number of the week e.g. number 3 links to triangle. Introduction to part-part wholes. Subitise numbers (find the pattern of the number eg dice patterns. Counting forwards and backwards to 7. Number formation.</p>	<p>[Science] The Natural World - materials and how they change: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Use natural materials to make pictures. Junk Modelling. Ice pictures. Watching ice freeze and melt.</p> <p>[RE] People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class: Christianity – Incarnation Explore nativity story. Nativity Video. Christ Tingle service – Forest school. Why does Christmas matter to Christians? How are the characters feeling? What gifts would we give to Jesus?</p> <p>[History] Past and Present - talk about the lives of the people around them and their roles in society: Moon landing Space travel Yuri Gagarin Who was the first person to travel into space? What is an astronaut? What do astronauts do in space? How do they travel to space? How do they travel out of their spaceship?</p>	<p>SCARF unit – Me and My relationships</p> <p>Making Relationships: Who is special to me? Who can help me?</p> <p>Managing self: What makes me special? What makes us the same/different?</p> <p>Self-Regulation: My feelings – facial expressions, identifying the physical change behind the word.</p> <div style="text-align: center;">  British Value Individual Liberty Why is it important to look after our planet for future generations? How are we responsible for our actions – looking after the environment? What choices can we make? </div>	<p>Indoor PE: RSSP coach focus on fundamental skills.</p> <p>Gross Motor: Fundamental skills</p> <p>Fine Motor: Use scissors, develop a good pencil grip.</p>	<p>Grouping and sorting – Purple Mash.</p>	<p>Creating with Materials: Focus on the artist Vincent Van Gough. Create a final piece used for our 2022 calendar. Explore a range of techniques used when painting. Build on previous learning.</p> <p>Music Nativity Performance My Stories Cross-curricular/topic-based focus: explore using your imagination, Christmas, festivals, fairies, pirates, treasure superheroes, let's pretend, once upon a time. Listening and responding to different styles of music, listening to, learning to sing or sing along playing classroom instruments.</p>

<p>Spring Term 1 <i>Where in the world do we live?</i></p> <p> Christian Value Perseverance</p> <p> British Value Mutual Respect</p> <p>Rights Respecting Schools</p> <p>World Religion Day January 16th 2022 Articles 2, 14 and 30</p> <p>Holocaust Memorial Day 27th January 2022 Articles 2, 19, 37 and 39</p> <p>LGBTB+ History Month February 2022 Articles 2 and 13</p>	<p><u>Stories with repetitive patterns (3 weeks)</u> Owl Babies</p> <p><u>Non-Chronological reports (2 weeks) – Owls</u></p> <p>Listening and Attention: Shared Reading. Can listen on a 1-2-1 without interrupting the speaker (teacher or peers).</p> <p>Understanding: Responds to who, what and where questions.</p> <p>Speaking: Participate in larger groups and share ideas. Putting hand up to speak in a larger group.</p> <p>Comprehension: Anticipate key events, words, or phrases.</p> <p>Word Reading: Read simple phrases with phase 3 sounds. Read all phase 2 tricky words</p> <p>Writing: Begin to write additional sounds in word between the initial and last sounds.</p>	<p>Place value of 8 (1 Week) Number bonds of the number 8.</p> <p>Place value of 9 (1 week) Number bonds to the number 9. Embed part-part whole models.</p> <p>Place Value of 10 (1 week) Identifying number bonds to 10 including subtraction. Draw own pictorial representations.</p> <p>Length and height (1 week) Compare and order three objects from the shortest to the longest. Use the words longer and shorter to measure length. Use the words shorter and taller to measure height. Use non-standard forms of measuring.</p> <p>Mass and weight (1 week) Use a balanced scale. Identify heavy is the bucket that is down and the light bucket is the bucket that is up. Use cubes to measure the weight of animals and classroom objects. Water play filling containers full, empty and nearly full.</p>	<p>[RE] People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class: Christianity- Gospel What is the good news Jesus brings? Who was the disciple who broke Jesus' trust? Describe key vocabulary: friendship, forgiveness and peaceful. Make a peaceful den. Orally rehearse a forgiveness prayer. Playing with new friends. Talking about what makes a good friend.</p> <p>[History/Geography] People, Culture and Communities - 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. Talk about the day of the dead. Create an altar with marigolds. Dance to some Mariachi music. Design own Mexican top. Compare England to Mexico using maps. What is the day of the dead? Why do Mexican people make an altar on the day of the dead? Why do they use Marigolds?</p>	<p>SCARF unit – Keeping myself safe.</p> <p>Making Relationships: Identify trusted adults who keep us safe.</p> <p>Managing Self: Practice safe things that can go into our body – practice brushing teeth. Order the routine of the day.</p> <p>Self-Regulation Identify how my feelings show physically.</p> <p> British Value Mutual Respect <i>Why is it important to show our friends mutual respect? How does this help us to follow the class and school rules?</i></p>	<p>Indoor: Dance</p> <p>Gross motor skills: Move energetically when running.</p> <p>Fine motor skills: Use cutlery when eating dinner in the hall.</p>	<p>Lego Builders Maze explorer – Purple Mash</p>	<p>Creating with Materials: Share ideas and work collaboratively Create pictures with natural materials. Use a variety of drawing techniques inspired by Picasso.</p> <p>Being Imaginative and Expressive: Share creations, explaining the process they have used. – using papier Mache to create a Alebrije. What are Alebrijes used for? What colours can you mix to design your Alebrije?</p> <p>Music - Charanga Everyone! Cross-curricular/topic based focus: explore: family, friends, people, music from around the world. Listening and responding to different styles of music, listening to, learning to sing or sing along. Playing classroom instruments. Mexican Mariachi music.</p>
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<p>Spring Term 2 <i>What should I pack for a hot or cold holiday?</i></p>  <p>Christian Value Compassion</p>  <p>British value Individual Liberty</p> <p><u>Rights Respecting School</u></p> <p>World Book Day 3rd March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8th 2022 Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22nd 2022 Articles 2, 8 and 30</p>	<p><u>Traditional Tales (3 weeks)</u> Jack and the Beanstalk</p> <p><u>Other non – fiction texts (1 week)</u> linked to traditional tales</p> <p><u>Traditional Rhymes (2 weeks)</u></p> <p>Listening and Attention: Maintain attention to 1 speaker for a short period of time without interrupting.</p> <p>Understanding: Ask questions to clarify thinking.</p> <p>Speaking: Use present tenses correctly.</p> <p>Comprehension: Talk about the characters in a story.</p> <p>Word Reading: Read all phase 3 tricky words. Read simple sentences by accurately segmenting and blending the words together.</p> <p>Writing: Begin to write simple sentences independently. Orally compose a sentence before writing. Use finger spaces. Write left to right. Most of the letters formed correctly.</p>	<p>Shape/Patterns (1 week) Carry on a repeated pattern. Create own repeating pattern. Recap of 2D shapes and their properties.</p> <p>Number (1 week) 1 more and 1 less. 2 more and 2 less. Practically add and subtract. Use part-part whole models.</p> <p>Halving and doubling (2 weeks) Halve shapes halving pieces of toast. Share numbers to 10 equally between two groups. Double the start amount – links to cooking. Doubling – practical ladybirds up to 5.</p> <p>Number (2 weeks) Introduction to teen numbers. Number formation of number 11-20. Count number 11-20 using practical equipment. Introduce base ten, bundle of 10 straws. Start with 10 and add another number.</p>	<p>[Science] The Natural World - Seasonal changes Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Play in the rain, sunshine hail etc. Making own icicles. Season books. Season photos. Role play seasonal clothing. See spring animals – possibly link to Miss G farm. What is the weather like in the different seasons? What signs can we see that spring is coming? What would we wear for each season?</p> <p>[Geography] The Natural World Understand some process and changes in the natural world around them, including seasons and changing states of matter. Seasonal weather- create own weather report.</p> <p>Environment Focus: <i>Plastic pollutions, less waste</i></p> <p>[RE] People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class: Christianity- Salvation Why does Easter matter to Christians? Why does Jesus sacrifice himself? How can we forgive others? Easter Service</p>	<p>SCARF unit – Rights and Responsibilities</p> <p>Making Relationships: Talk about themselves and others. Build relationships with friends.</p> <p>Managing self: Understand that they can make a difference. Identify how they can care for their home, school and special people.</p> <p>How can I look after the places I visit? Who are the people most special to me? What makes somebody so special to me? How can I look after my environment? How can I look after the people who are special to me?</p>	<p>Indoor: Fundamental skills- Invasion games Ball games.</p> <p>Gross Motor skills: Negotiate space and obstacles.</p> <p>Fine Motor skills: Begin to show accuracy when drawing.</p>	<p>Coding – Purple Mash</p>	<p>Creating with materials: Collage with recycled materials – links to the local environment. <i>Michelle Reader</i> Design, make and evaluate a boat (product) for a competitor (user) for a boat race (purpose) only using recycled materials. Talk about their work and say what they like/dislike.</p> <p>Being Imaginative and Expressive: Initiate their own ideas during role play. Music – Charanga – unit: Our World Cross-curricular/topic-based focus: explore: animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, sea, space. Use voice as an instrument. Add actions to a song to aid performance.</p>
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<p>Summer Term 1</p> <p><i>How can we prevent the Great Fire of London happening again?</i></p>  <p>Christian Value Forgiveness</p>  <p>British Value Tolerance and Rule of Law</p> <p><u>Rights Respecting School</u></p> <p>Mental Health Awareness Month May 2022 Article 24</p>	<p><u>Novel as a theme-</u> Toby and the Great Fire of London (4 weeks)</p> <p><u>Recounts-</u> linked to the above book</p> <p><u>Poems on a theme-</u> Fire of London (1 a half weeks)</p> <p>Listening and Attention: Show an interest in the wider world – links to picture news.</p> <p>Understanding: Ask who, what, when, where and how questions.</p> <p>Speaking: Begin to use conjunctions to extend ideas.</p> <p>Comprehension: Make basic predictions of the story. Suggest how a character might be feeling.</p> <p>Word Reading: Recognise the difference between a lowercase and capital letter.</p> <p>Writing: Write a simple narrative. Use writing in their play. Use tricky words from phase 2 and 3 in their writing.</p>	<p>Order/ compare numbers to 20 (1 week) Order numbers to 20. Use number lines and number tracks. Count amounts and objects up to 20. Identify missing numbers. Number formation.</p> <p>Addition/Subtraction (1 week) Count amounts up to 20 from a larger group. Add 2 single digit numbers bridging 10.</p> <p>Fractions (1 week) Find half of amounts and shapes. Links to cooking, shopping experiences, cake sharing.</p> <p>Distance/Capacity (1 week) Identify when we are measuring height and length. Recap lighter and heavier. Water play with a focus on volume of different containers.</p> <p>Money (1 week) Count 1ps up to 20 to match a given number. Identify some money are in coins and that some are notes. Role play shop.</p>	<p>[Science] The Natural world - animals Pioneering scientist - David Attenborough Recognise some environments that are different to the one in which they live. Look at pictures/films of different habitats and describe. Understand the key features of the life cycle of an animal. Describe animals they see in books and films. Animal small worlds. Role playing animals. Where do...live? What does...look like?</p> <p>[History] Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling. Great fire of London (Lancs planning unit Fire! Fire!) How could they have stopped the Great Fire of London? Why did the houses burn so quickly? Could a disaster like this ever happen again? Fire Safety Talk from the Fire Brigade. Use words and phrases like: before, after, past, present, then and now. Significant person- Samuel Pepys.</p> <p>[Geography] The world - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Talk about places they can see on a map of London. Compare London map to a map of the local area. Create own map.</p> <p>[RE] Islam People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class: How might beliefs about creation affect the way people treat the world? Where do Muslim's worship? What similarities do Christianity and Islam have?</p>	<p>SCARF unit – Being my best</p> <p>Managing self: What is resilience? How can we be resilient? Build our resilience trying things we find hard. Identify foods we need to eat to be healthy. Talk about the importance of a balanced diet.</p>  <p>British Value Tolerance & Rule of Law <i>Understanding that there are different communities that we can belong to. We have a duty to get a long and keep each other safe.</i> <i>How do laws keep us safe? How do they keep animals safe? Why are they important?</i></p>	<p>Outdoor: Fundamental skills- Net and ball skills</p> <p>Gross motor skills: Interacts with different size balls.</p> <p>Fine motor skills: Letters are formed and starting to use leading lines.</p>	<p>Spreadsheets – Purple mash</p>	<p>Crating with material: Collage- Great Fire of London art. Artist Focus: David Best Observe features in real life buildings. Manipulate and control a range of materials Experiment building with a range of resources and construction materials. Handle and use equipment safely.</p> <p>Being imaginative and expressive Experiment with pros and objects. Represent own ideas. Invent a narrative from a model.</p> <p>Music - Charanga Big Bear Funk Transition unit: Listen and appraise Musical activities-learn about music through singing, improvising and playing instruments. Perform and share.</p>
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<p>Summer Term 2 <i>What would it be like to live in a forest?</i></p>  <p>Christian Value Thankfulness</p>  <p>British value Democracy</p> <p><u>Rights Respecting School</u></p> <p>World Refugee Day 20th June 2022 Articles 10 and 22</p>	<p><u>Stories by the same author (5 weeks)</u> Anthony Brown</p> <p><u>Instructions (2 weeks)</u></p> <p>Understanding: Ask why questions to clarify thinking.</p> <p>Speaking: Give a reason for their answer. Use narrative language during play.</p> <p>Comprehension: Sequence a story. Respond to who, what when, where and why questions.</p> <p>Word Reading: Use phonic knowledge of phase 2 and 3 sounds as well as phase four blends as a way of decoding words. Read simple sentences without the support of an adult.</p> <p>Writing: Show awareness of the different audience for writing. Use a capital letter for the start of a sentence and a full stop. Well established tripod grip.</p>	<p>Shapes (1 week) Recap 2 D shapes. Compare shapes that are the same shape but different size or shape. Identify 3D shapes. Identify some of the properties of 3D shapes. Sort 2D/3D shapes based on won criteria.</p> <p>Time (1 week) sequence the school day - links to visual timetable Recall the days of the week.</p> <p>Space (1 week) Ordinal numbers. Create repeating patterns – focus on the placing of the shapes. Use positional language – on under, turn, behind etc. Use movement language – forwards, backward, up, down etc.</p> <p>Money (1 week) Use 1p coins to pay up to 20p. Set up own selling stall.</p> <p>Number sense (1 week) Repeating patterns 1-20. Missing numbers 1-20. Count objects that cannot be moved. Order three amounts.</p> <p>Addition and subtraction (2 weeks) 1 more and 1 less up to 20. 2 more and 1 less up to 20. Add 2 single digit numbers bridging ten. Practical subtractions for 10 and 20. Part-part wholes.</p>	<p>[Science] The Natural world - Plants Plant seeds and care for growing plants. Explore nature and the importance of taking care of it. Identify the basic structure of a plant.</p> <p>[History] Great fire of London (Lancs planning unit Y1- Fire! Fire!) [Continued]</p> <p>[Geography] The natural world - Forests. Different types of forests. Forest fires. Where in the World- identify on maps? Recognise forest areas on local maps. Discuss the importance of looking after plants and trees.</p> <p>[RE] Hinduism People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class: What is Ganesh known for? Listen respectively about other religions that my own. Discuss differences and similarities between Hinduism and my own.</p>	<p>SCARF unit – Growing and Changing</p> <p>Self-Regulation: Persevere when work is tough and not give up.</p> <p>Managing self: Be confident trying new activities and show independence.</p> <p>Building Relationships: Show sensitivity to their own needs and others.</p> <p>How do I change as I grow up? How do plants and animals change as they get older? What is different between a girls body and a boys body?</p>  <p>British Value Democracy</p> <p><i>How does democracy help us have an equal society? Should all people get paid the same amount of money? Why do some people say that money is the root of all evil?</i></p>	<p>Indoor: RSSP Coach Gymnastics</p> <p>Outdoor: Athletic activities</p> <p>Gross Motor skills: Control and balance when using equipment.</p> <p>Fine motor skills: Sit letters on the line when writing.</p>	<p>Technology outside school – Purple Mash</p>	<p>Creating with materials: Observational drawings of flowers and natural materials. Artist Focus: Monet Design and make a flower garden for the bees. Create something for a purpose. Justify materials used. Which flowers attract bees the best?</p> <p>Being Imaginative and Expressive: Music - Charanga Reflect, Rewind and Replay Consolidate learning and history of music.</p>
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