



## Barrington C of E Primary School Year Plan – Red class –EYFS

This is an overview of the expected learning to be taught in EYFS during the academic year of 2021/22. In addition, EYFS 'outdoor learning' is based on the children's interests and is primarily 'needs based'. Termly analysis will identify specific curriculum areas in need of targeted improvement - enhancements will be added according to this need.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn Pattern and colour	Bears and Winter Christmas	Frozen planet	Blue planet and Spring	Queens platinum jubilee Barrington study	Green planet and Summer
British values	Respect and Diversity	Responsibility and Kindness	Effort and Honesty	Loyalty and Forgiveness	Determination and Team work	Courage
RSE links	Mental well-being Physical health and fitness	Mental well-being Families and people who care for me	Being Safe Mental well-being Health and prevention/ Online Safety	Being Safe/ Health and Prevention	Caring Friendships	Caring Friendships/ Mental Well-being
PSHE	Myself and my relationships 1 Beginning and belonging Conflict resolution	Healthier and Safer Lifestyles 2 Keeping Safe incl drug education Road safety	Myself and my relationships 2 Family and friends inc anti bullying	Citizenship 1 & 2 Identities and Diversity; Me and my world	Myself and my relationships 3 My emotions	Healthier and Safer Lifestyles 1 My body and growing up Healthier and Safer Lifestyles 3

RE	UC Creation F1 Why is the word 'God' so important to Christians?	Celebrations and Special Times: What happens at a festival (Divali & Christmas)	Chinese New Year	The Parables of Jesus Easter: Why do people celebrate Easter?	Celebrations and Special Times What happens at a wedding or when a baby is born?	Special Books What can we learn from stories from different Religions?
Prime areas						
Physical development PD						
Gross motor skills	Gross motor skill development in an ongoing process which is very child specific. PE and outdoor activities will change throughout the year and will be changed on a needs basis. Activities will consider - Strength and balance, consideration for others when moving around, coordination and running, jumping, dancing, hopping, skipping and climbing.					
Fine motor skills	Fine motor skill development in an ongoing process which is very child specific. Class activities will change throughout the year and will be changed on a needs basis. Activities will consider – pencil grip, use of a range of small tools, including scissors, paintbrushes and cutlery and accuracy when drawing.					
Personal, social, emotional development PSED						
<p>Ongoing throughout the year</p> <p>Know and talk about the different factors that support - their overall health and wellbeing:- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian</p> <p>-Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes - personal hygiene.</p> <p>PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered.</p> <p>Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p> <p><b>Self-Regulation focus</b> – This will be developed through PSHE sessions and discussing individual targets and goals with individuals.</p> <p><b>Managing Self focus</b> – This will be developed through PSHE sessions and through stories, discussions and setting goals with individuals. Managing own basic needs will be met through work about food choices, personal hygiene and making choices about our bodies.</p> <p><b>Building Relationships focus</b>- This will be developed through PSHE sessions and stories and discussions about how we work together in class.</p>						
Communication and Language CL						

C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL. Observations next steps and target setting support the development of individuals. Intervention programmes to support children who are not making the expected level.

**Listening, Attention and Understanding: focus-**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- -Ask questions to find out more and to check they understand what has been said to them
- -Connect one idea or action to another using a range of connectives.
- -Engage in story times
- -Listen to and talk about stories to build familiarity and understanding.
- -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- -Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- -Engage in non-fiction books.
- -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**Speaking focus**

- -Learn new vocabulary Use new vocabulary through the day
- -Articulate their ideas and thoughts in well-formed sentences.
- -Describe events in some detail.
- -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- -Develop social phrases
- -Use new vocabulary in different contexts.

Oracy	Speak in a full sentence Listening and Attention Focus on an activity for a short period of time.	Speaking skills. Use language to communicate and explain.	Listen and respond to stories with increasing attention.	Following instructions and re-calling instructions given. Listen and respond to peers and adults.	Speaking skills. Organise talk and sequence ideas together to express opinions about their interests.	Answering 'how' and 'why' questions. Listen to others opinions.
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**Specific areas of learning**

Literacy – comprehension	Autumn Comprehension Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Exploring our favourite characters.	Spring Comprehension -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Summer Comprehension Children to be able to re-tell at least 3-5 familiar texts Introduce guided reading.		
<b>Word Reading focus -</b> <ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• -Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</li><li>• -Read some letter groups that each represent one sound and say sounds for them.</li><li>• (Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’)</li><li>• -Read a few common exception words matched to the school’s phonic programme.</li><li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li><li>• Re-read what they have written to check that it makes sense.</li></ul>					
Literacy – Word reading	Recognise some initial letters Read some simple VC and CVC words. And HFW. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Retell favourite stories using some story language	Recognise and read key HFW. Read some simple VC and CVC words and sentences. Hears and says the sounds in words. Applying phonic knowledge to reading. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Continue to recognise and read key HFW. Read CVC sentences. Write words and sentences with phonemes learnt in them. Use phonic knowledge to retell a story in simple sentences. Use and apply phonic knowledge when reading to recognise and read key HFW.	Continue to recognise and read key HFW. Read CVC/ CVCC sentences. Use phonic knowledge to retell a story in simple sentences. Use and apply phonic knowledge when reading to recognise and read key HFW.	Continue to recognise and read key HFW. Read CVC/ CVCC sentences. Use phonic knowledge to retell a story using complex sentences. Use and apply phonic knowledge when reading to recognise and read key HFW.

Literacy - writing	Write own name Write some initial sounds Write simple words.	Write own name Write some initial sounds Write simple words. Begin to record simple captions and labels.	Write own surname name Write some initial sounds and captions and labels. Write simple sentences using VC and CVC words. Record simple captions and labels Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces.	Write captions, labels and simple sentences using all phonemes and HFW taught.	Consolidating what has been taught to ensure children have the confidence and stamina to write at length. Children begin to include detail in what they write and can read what they have written unaided.
Phonics	Oral blending and segmenting initial sounds Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW.	Oral blending and segmenting initial sounds Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.	Segmenting and blending words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW. Read some letter groups that each represent one sound and say sounds for them.	Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge. Oral blending and segmenting	Consolidation Re-capping what has been taught. Using and applying strategies through reading and writing. Oral blending and segmenting

### Mathematics

Throughout the year the skills taught will include:

**Number focus:** 0-20 and beyond, recognition/counting/ordering/one to one correspondence/recording numbers, number bonds to 10, counting in 10's and 2's, addition/subtraction, doubling & halving, sharing, recognising money and its uses, solving simple number problems, guided reasoning.

**Numerical Patterns focus** -Recognise patterns in the counting system, explore and represent patterns.

White Rose Maths units		Getting to know you. Just like me. Its me 123! Light and Dark		Alive in five. Growing 6,7,8. Building 9 and 10.		On the move. Superhero to 20 and beyond. First, then now. Find my pattern.	
Understanding the World UW							
UW- Past and present	Seasonal changes – exploring Autumn time	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past. Shackleton and exploring polar regions.	Compare and contrast characters from stories, including figures from the past.	Kings and Queens in the past historical figures Barrington in the past.	Elsie Widdowson -Daily bread – visit blue plaque. Link to growing topic.	
People, culture and communities	Talk about members of their immediate family and community. Class rules, boundaries and routines.	Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Bonfire night – keeping safe The Christmas Story, Birthdays, Diwali	Recognise some similarities and differences between life in this country and life in other countries. Chinese New Year taste Chinese Food. Mother’s Day	Easter story - Christianity	Draw information from a simple map. Barrington features. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	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;	
UW – The natural world	Describe what they see, hear and feel whilst outside.	Describe what they see, hear and feel whilst outside	Describe what they see, hear and feel whilst outside.	Describe what they see, hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	

	Understand the effect of changing seasons on the natural world around them. Light and shadows, magnets	Understand the effect of changing seasons on the natural world around them. Materials Bears – in stories	Observe and interact with natural processes, such as ice melting, Recognise some environments that are different to the one in which they live. Hot and Cold Countries Waterproof materials	Explore the natural world around them. Signs of spring. Seedlings prep for the summer term. Growing – planting seeds Recycling – look after the sea.	Observe and interact with natural processes, a sound causing a vibration, an object and a boat floating on water.	Growing and planting Caring for plants Weather chart Life cycles: bees, butterflies, frogs. Growing how am I changing? What do I need to stay healthy?
Expressive Arts and Design						
Creating with materials	Create collaboratively, sharing ideas, resources and skills. Bridget Riley – 1930's artist – link to colour and pattern topic. Shape, pattern, line, thickness of lines, use pencil, pen, felt tip, pastel, paint to recreate. Use 'The dot' story to pattern circles and create white s with pattern around it. Use circle cutters to cut dough and clay circles, mark make pattern.  Sewing frames.	Use pencil and paint, pastel to show fur on a bear. Use a range of technique to capture the signs of Autumn – trees and leaves. Van Gough – starry night – recreate in pastel, on foil and in tissue and wax resist Paint – Use mark making skills learned to create Christmas decorations and cards. Printing repeating patterns wrapping paper. Weaving frames. Introduce different joining techniques.	Colour mixing cold colours / Winter art – using wax crayons and watercolours Making characters from core text using recycled materials/ Winter collages Story characters Malleable materials Mother's Day cards Represent winter using art materials – snow and ice pictures on black paper and white pastel. Colour wash back drop and black painted bare trees.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Making sea creatures using recycled materials, pastel, paint, pen, pastel observations drawings. Easter craft Weaving frames. Represent signs of spring using a rage of materials.	Representing traditional tale story characters. Observe and representations of the Queen.	Focus on art skills and displaying/ documenting the skills learned throughout the year drawings/ painting of plants/ flowers Using different materials and media for chicks Butterfly paintings Using natural materials to create pictures. Georgia O'Keeffe.
Being imaginative	Children will be given opportunities to develop their creative skills and become imaginative in a variety of different activities. These will include:					

	Music, dance, singing, sand and water, mud kitchen, den building, mark making and drawing, story-telling, small world, role play. Most experiences will be child led and enhancements will be added on a needs basis.		
Computing throughout the EYFS curriculum			
Keyboard skills	Using menus on the iwb, ipads to navigate games and choices. Use internet games to support learning. Keyboard skills – chrome book type letters and numbers and use the space bar and return.	Using menus on the iwb, ipads and chrome books to navigate games and choices. Keyboard skills – chrome book – change font, colour and size of letters and numbers.	Keyboard skills – chrome book – Use caps lock and shift to change upper and lowercase letters.
Control/beebots/algorithms	Introducing beebots and how they work. Recognising technology in school and home – what has switches and controls which we can turn on and off? Use talking tins to access information.	Beebots – debugging – how can we put a wrong instruction right. _____→	Beebots – debugging – how can we put a wrong instruction right. Making longer instructions. _____→
Manipulating images	Creating with materials – drawing packages and click and drag programs used to create childrens own pictures Use the camera for pics and filming.	Use the camera for pics and filming. Take photos of models and recreate and improve.	Creating pictures with materials – Adding more detail and changing brush width and colour. Manipulate images using photographs children take and chatter pix.
E safety	Knowing that we use computers when adults are around and anything which makes us upset we need to tell. E safety – Clicking chicken story		