

EYFS Curriculum Plan 24-25

Costock CE Primary School



Where every child is a star! ★

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

Costock C of E Primary School - EYFS Curriculum Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<u>All about me</u> Timelines, family tree, the body, 5 senses	<u>Space</u> Light and dark, seasons, shadows, weather, Astronauts Neil Armstrong and Tim Peake	<u>Arctic and Cold Places</u> Understand life in cold places, explore the weather and seasons, changing states, polar explorers e.g. Ernest Shackleton	<u>Let's Explore!</u> Exploring and investigating maps, creating journey sticks, map making, Mary Read, comparing familiar objects, floating and sinking	<u>Farm, Food and Growing</u> Parts of a plants, habitats, exploring natural objects, observing the world around us	<u>Superheroes</u> Real life superheroes, people who help us, our school from above, maps
RE Themes	F5- Belonging: Who are we and how do we belong?	F2- Which people are special and why? F4- What times are special and why? U.C- Incarnation F2: Why do Christians perform nativity plays at Christmas?	F1- What stories are special and why?	F2- Which people are special and why? F4- What times are special and why? U.C- Salvation F3: Why do Christians put a cross in an Easter Garden?	F6- Our wonderful world: how can we care for living things and the earth? U.C- Creation F1: Why is the word 'God' so important to Christians?	F3- What places are special and why?
Role play areas	Home corner Mirrors Dressing Up Cleaning Station Hospital	Dressing Up Space Station	Home Corner Igloo Estate agent role play	Home Corner Introducing smells such as lavender. Garden centre role play Transient Art	Den- woodland area Magnifying Glasses Glass insects Farm shop Flower shop	Superhero HQ Travel agent shop
British Values	<u>Democracy and Rule of Law</u> voting for class treat Make decisions together. Make sure that everyone has equal rights and is treated equally/ fairly. Show each child's views matter, giving the opportunity to share and collaborate to make decisions together. Develop understanding of cause and effect and that our actions have consequences. Understand that there are some rules that		<u>Individual Liberty</u> Develop a positive sense of self. Promote self-confidence and self-awareness. Develop language and experiences to name and understand own emotions.		<u>Mutual Respect and Tolerance</u> Create an environment that encourages tolerance of all faiths, cultures, races and views. Develop understanding and celebration of our differences and similarities.	

Costock C of E Primary School - EYFS Curriculum Plan 2024-2025

		we need to follow. Distinguish between right and wrong.					
Possible visits	Visits from family vets, police, nurses, farmers - Farmer time		Visit to the castle/Pen pals - links around the world		Minibeast expert in to school/Whitepost Farm		
Experiences	Autumn walk, visits from different key workers, harvest festival	Cooking marshmallows on the outdoor fire, Christmas nativity, food tasting from different cultures, boxing up food for a local food bank	Winter walk, making ice experiment,	Easter egg hunt, spring walk to look for signs of spring, growing vegetables, making and eating a salad	Caterpillars and chicks in class (observation of the whole life cycle),	local litter walk, Sunflower growing,	
Celebrations and seasons during the term	Autumn Harvest	Winter Bonfire Diwali Remembrance Thanksgiving Christmas Hanukkah	Winter Chinese New Year Shrove Tuesday Ash Wednesday	Spring Easter	Spring St George's Day	Summer Eid	
Focus texts	Colour Monster- Anna Llenas	Martha Maps It Out by Leigh Hodgkinson	Be Brave Little Penguin by Giles Andeae	The Treasure of Pirate Frank by Elspeth Graham	<i>Bee and Me by Alison Jay</i>	All Through the Night: The People Who Work While We Sleep by Polly Faber	
	PSHE	Self-regulation: My feelings	Building Relationships: My family and friends	Self-Regulation: Listening and Following Instructions	Managing Self: My Wellbeing	Managing Self: Taking on Challenges	Building Relationships- Special Relationships
3 Prime Areas	Personal, Social and Emotional Development	Moving on and settling in Learning new routines	Adapting to changes in routine Building confidence to explore Discuss the feelings and needs of others	Building on play with other children Working as a team to begin to solve problems	Getting ready to move on How have we changed?	What can we do now that we couldn't do at the beginning of the year?	Recalling events from the past year and what are we looking forward to as we

Costock C of E Primary School – EYFS Curriculum Plan 2024-2025

		Getting to know one another and making friends Following rules, routines and boundaries	Promoting kindness and working together as a team	Extending play ideas to others Initiating play with others			move on to year One
Physical Development P.E	Ball Skills: Catching and throwing, rolling, hitting	Catching and Throwing Using beanbags (balancing/ throwing/ catching)	Agility, Space and Movement Using space, balance, stretching	Gymnastics: Sequence movements, balance, curling -rolling - crawling - walking - jumping - running - hopping - skipping - climbing	Dance Moving and responding to music	Athletics Running/Races Hurdles Relay	
Gross Motor	Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Use and remember sequences and patterns of movement related to music. Continue to develop movement, balancing, riding and ball skills. Hold a pose for a game like musical statues. Use a scooter or ride a tricycle.	Independently transfer gross motor movements to mark make on a large scale. Climb over, under and through obstacles. Move safely and with awareness of others. Increasing core strength. Throw, kick pass and aim a variety of balls with increasing control.	Move in a variety of ways (running, walking) with increasing control. Travel around space and obstacles safely. Start to sit at a table to write. Climb, balance and dismount with safety and control. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Regularly sit at a table to write. Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Combine different movements with ease and fluency. Move in a variety of ways (jumping, skipping, hopping, balancing) with increasing control.	Show strength, balance and coordination in movement. Sit at a table to write. Progress towards a more fluent style of moving, with developing control and grace. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Climb stairs using alternate feet. Sit at a table with good posture.	Revise and refine the fundamental movement skills already acquired. Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.	
Fine Motor	Use cutlery and other one-handed	Holds scissors using thumb and one	Use scissors using a thumb and finger	Roll out dough and cut out forms from	Use a range of tools e.g., pencils,	Develop the foundations of a	

Costock C of E Primary School – EYFS Curriculum Plan 2024-2025

		<p>equipment. Use scissors using a thumb and four fingers, making straight cuts. Continue to show increasing control with dominant hand. Show good pencil grip - 4 finger grip moving towards 3 finger grasp. Roll dough into a sausage shape. Increased opportunities to sit at a table to write.</p>	<p>finger. Roll a sausage shaped piece of dough into a coil. Hold a pencil in tripod grip. Show good pencil control when mark making and drawing.</p>	<p>making straight cuts into paper. Roll dough into a ball.</p>	<p>cookie cutters. Use effective tripod pencil grip. Cut straight lines across paper.</p>	<p>paintbrushes. Draw with accuracy. Use scissors using a thumb and finger making angled cuts. Roll dough into a ball. Join made dough shapes together to make recognisable forms.</p>	<p>handwriting style which is fast, accurate and efficient. Develop small motor skills to use a range of tools competently, safely and confidently. Use scissors to cut curves and circles. Create people and things out of dough in a vertical position. Use dough more like clay to join and form.</p>
	<p>Communication and Language</p>	<p>Begin to use new topic vocabulary in play. Know a range of songs, rhymes and rhythms and use while playing. Speak in a full sentence of 3-6 words. Start a conversation with friends or a grown up while playing. Start a conversation and continue it with an adult or a friend. Talk about things that are happening now (present day). Enjoy listening to longer stories and remember much of</p>	<p>Learn an increasing range of new vocabulary. Use complete sentences in everyday talk. Talk about things in the past. Understand why listening is important. Engage in a range of stories, rhymes, and songs, paying attention to how they sound. Ask questions during group time</p>	<p>Use new vocabulary in play. Use a range of sentence starters. Describe past and present events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn an increasing range of rhymes and songs. Ask simple 'who' and 'where' questions.</p>	<p>Use new vocabulary in context. Use longer sentences using conjunctions. Talk about things that are going to happen (future). Listen to longer stories with increasing recall. Learn an increasing range of rhymes, poems and songs. Listen to longer stories with increasing recall. Ask questions to find out more and to check understanding</p>	<p>Use new vocabulary in different contexts. Link one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell stories, some as exact repetition and some in own words. Ask questions to find out more and to check understanding</p>	<p>Participate in small group, class and one-to-one discussions. Offer own ideas using recently introduced vocabulary. Offer explanations for why things might happen. Listen attentively and respond to what is heard with relevant questions, comments, and actions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and</p>

Costock C of E Primary School – EYFS Curriculum Plan 2024-2025

		what happened. Take about a story heard. Join in a conversation. Follow a simple 2 step instruction and answer questions. Express a point of view. Begin to develop more complex storylines in pretend play with peers			of what has been said – who, where?	of what has been said – when and how?	vocabulary. Listen attentively and respond to what is heard with relevant questions, comments and actions when being read. Ask questions to find out more and to check understanding of what has been said – why, how do you know?
	Focus texts	Colour Monster- Anna Llenas	Martha Maps It Out by Leigh Hodgkinson	Be Brave Little Penguin by Giles Andeae	The Treasure of Pirate Frank by Elspeth Graham	<i>Bee and Me</i> by Alison Jay	All Through the Night: The People Who Work While We Sleep by Polly Faber
4 Specific areas	Literacy Knowledge Writing (boost based planning)	Form some lower-case letters. Use initial sounds. Talk about what they have written. Write labels using initial and end sounds. Orally say an appropriate caption for a picture. Say a complete sentence orally. Write their name with recognisable letters.	Write their name correctly. Spell CVC words with an increasing number of phase 2 sounds. Spell some sight words (is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be). Write a label. Start to write simple captions. Form some capital letters correctly. Begin to correct simple sentences and attempt to write them with support.	Spell phonetically plausible words. Spell CVC words with an increasing number of phase 3 sounds. Write captions. Read sentences back to an adult. Begin story mapping and sequencing, writing simple alternative story endings with support.	Spell phonetically plausible words. Spell CVC words with an increasing number of phase 3 sounds. Write captions. Write simple sentences. Read sentences back to an adult write instructions with support, write speech bubbles, editing sentences, have a simple debate with arguments for and against	Spell CVCC/CCVC words that include phase 2 and 3 graphemes and make plausible phonetic attempts at longer words/ compound words. Write sentences that can be read by self and others. Write non-narrative facts about bees, make predictions, write story captions, make a verbal a recount of an imaginary journey, orally structure questions, orally rehearse a story sequel, design a poster and write sentence editing	Form most lower-case and some capital letters correctly with a strong tripod grip. Spell all tricky words. Re-read own writing to check it. Shared and modelled writing, writing captions and labels, story mapping and sequencing, generating adjective word banks, story writing and book

Costock C of E Primary School - EYFS Curriculum Plan 2024-2025

							reviewing, thank you letter writing
<i>Literacy Knowledge Reading (boost and little wandle based planning)</i>	Begin to repeat words and phrases from familiar stories, songs and rhymes. Beginning to understand that words have meaning. Recognise my name. Distinguish between different sounds (environmental and musical sounds).	Retell key events in stories. Start to recall facts from nonfiction. Enjoy sharing books with an adult or a friend. Say what has happened in stories so far.	Say what might happen next in stories. Say if they liked a story and why.	Describe key events in stories in detail. Recall facts from non-fiction. Answer questions about key events and characters in stories. Make predictions about endings.	Describe key events in stories in detail. Recall facts from non-fiction. Answer questions about key events and characters in stories.	Recall facts from a range of information sources. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, during role play	
<i>Phonics (Little wandle planning)</i>	s a t p i n m d g o c k c k e u r I h b f l is, I, the	ff ll ss j put* pull* full* as v w x y and has his her z zz qu words with s /s/ added at the end (hats sits) ch go no to into sh th ng nk she push* he of words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be	Phase 3: ai ee igh oa oo ar or was you they ur ow oi ear my by all air er words with double letters: dd mm tt bb rr gg pp ff are sure pure longer words	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far er air words with double letters longer words words with two or more digraphs longer words ending in -ing compound words longer words with s in the middle /z/ s words ending -s words with -es at end /z/	Phase 4 New tricky words short vowels CVCC said so have like short vowels CVCC CCVC some come love do short vowels CCVCC CCCVC CCCVCC longer words were here little says longer words compound words there when what one root words ending in: - ing, -ed /t/, -ed /id/ /ed/ -est out today	long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, - ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/,	

Costock C of E Primary School – EYFS Curriculum Plan 2024-2025

							-s /z/, -es longer words
Maths (Master the curriculum planning)	<i>Getting to know you</i> <i>Match, sort and compare</i> <i>Talk about measures and patterns</i>	<i>It's me 1,2,3</i> <i>Circles and Triangles 1,2,3,4,5</i> <i>Shapes with 4 sides</i>	<i>Alive in 5</i> <i>Mass and Capacity</i> <i>Growing 6,7,8</i> <i>Length, height and time</i>	<i>Length, height and time</i> <i>Building 9 and 10</i> <i>Explore 3-D shapes</i>	<i>To 20 and beyond</i> <i>How many now?</i> <i>Manipulate, compose and decompose</i> <i>Sharing and grouping</i>	<i>Visualise, build and map</i> <i>Make connections</i> <i>Consolidation</i>	
Maths Knowledge	Compare length, weight and capacity. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns.	Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	Explore the composition of numbers to 10. Link the number symbol (numeral) with its cardinal number value Compare length, weight and capacity	Explore the composition of numbers to 10. Automatically recall number bonds for 0-5 and some up to 10 Link the number symbol (numeral) with its cardinal number value	Count objects, actions and sounds. Compare numbers. Count beyond ten. Continue, copy and create repeating patterns	Compare numbers; Count beyond ten; Subitise; Link the number symbol (numeral) with its cardinal number value; Understand the 'one more than/one less than' relationship between consecutive numbers; Explore the composition of numbers to 10; Automatically recall number bonds for numbers 0-5 and some to 10; Compare length, weight and capacity	
UW Topics (Kapow Planning)	<i>History Kapow:</i> <i>Peak into the past and Adventures through time.</i>	<i>History of transport- rockets/hot air balloons</i>	<i>Kapow Geography- Around the World</i>	<i>Kapow Geography- Exploring maps</i>	<i>Kapow Geography- Outdoor adventures</i>	<i>History of transports</i>	

Costock C of E Primary School – EYFS Curriculum Plan 2024-2025

	<p>Understanding the World knowledge</p>	<p>5 senses - close up guess who's body part Textures - using senses - feely boxes (eyes, ears, mouth, hand, nose) Family Seasons and changes - Autumn Maps and exploring World of work/ different jobs Growing up/changes/ being healthy</p> <p>Google earth/maps view our homes/journeys to school</p>	<p>How we celebrate at home - different customs Religious celebrations - Diwali Light and dark investigations Winter Cooking family recipes/special food Melting/ freezing/ dissolving/ mixing - changes of state. - investigate Christmas around the world</p>	<p>Google earth/maps view our homes/journeys to school Chinese New Year Winter - Cold weather - clothing</p>	<p>Signs of spring How things move transporting things Floating/sinking Seasons and changes - spring Maps and exploring Salt water/ fresh water differences - creatures in them.</p>	<p>Growth parts of a plant Animals Mini-beast hunt Insect identification Life cycles Distinctions between animals & plants, alive and not alive. Habitats Seed growing Local environment litter pick/recycling Looking after animals</p>	<p>Summer - weather - clothing - staying safe How holidays have changed over the years. Where do we go on holiday?</p>
	<p>UW Key Vocabulary</p>	<p>Senses, see, hear, smell, touch, Seasons, Spring, Summer, Autumn, long ago, now, old, museum, similar, differences, new, yesterday, today, day, tomorrow, life time, before, after.</p> <p>Skills: look closely, ask questions, find out.</p>	<p>Map, river, hill, house, school, church, roundabout, bridge, street, shop, seasons, Spring, Summer, Autumn, Winter, wind, weather, cold, rain, plastic, wood, metal, paper, hard, soft, similar, differences.</p> <p>Skills: Magnifying glass, compare, sort</p>	<p>police, nurse, fire fighter, doctor, dentist, nurse, vet, teacher, day, future. Map, river, hill, house, school, church, roundabout, bridge, street, shop Skills: explore, record.</p>	<p>Winter, weather, change, snow, ice, hail, cold, past, Map, Seasons, Spring, Summer, Autumn, warm, animal, bird, chick, hatchling, feather, before, after, up/down, left/ right, forwards, backwards, journey. Skills: observe, look closely, compare, similar, different, record</p>	<p>Senses, see, hear, smell, touch, seed, leaf, flower, plant, tree, fruit, vegetable, grow, planting, watering, looking after, sun, shadow, insect, habitat</p> <p>Skills: watch, feel, smell, listen, ask questions, find out, record, magnifying glass</p>	<p>Seasons, spring, summer, Autumn, Winter, weather, fish, warm, sun, past, long ago, now, old, museum, similar, differences, new, seaside, beach, coast, sea, ocean. Skills: observe, compare, similar, different, group</p>

Costock C of E Primary School - EYFS Curriculum Plan 2024-2025

	Art and Design (kapow planning)	Marvellous Marks		Paint my worlds		Sculpture	Mixed media
	D.T. (kapow planning)		Junk Modelling		Structures: Boats	Seasonal Projects- Summer Salad	Textiles: Bookmarks
	Expressive Arts and Design Creating with materials	Junk modelling people. Paint ourselves. "Every child is an artist" leaf art/Autumn Painting/drawing Fruit/veg printing Pulse collage	Firework pictures Christmas craft Rangoli patterns	Colour mixing Painting characters from stories. Textiles painting 'painting with paper'	Mother's Day cards Traditional Tales Puppets Bird and plant paintings	Observational drawings, paintings Still Life paintings Working with clay	2D/3D art Father's Day cards. Ice cream crafts. Sewing Seaside pictures using sand and different media Wave patterns Light / dark shades of blue Using objects other than paintbrushes Ocean / transport models Paper plate crabs
	Music (Kapow Planning)	Exploring Sounds	Celebration Music	Music and Movement	Transport	Big Band	Musical stories

Costock C of E Primary School - EYFS Curriculum Plan 2024-2025

	<p>Being imaginative and expressive</p>	<p>Imitating movements in response to music</p> <p>Keep a steady pulse with some accuracy e.g. clapping, marching, tapping,</p>	<p>Sing songs which contain a small range of notes</p> <p>Perform actions to accompany songs</p> <p>Music - Songs from memory learn firework songs and poems and Christmas songs and rhymes. Songs for Nativity</p>	<p>Explore rhythm through play and create rhythms and suggest symbols to represent rhythms.</p> <p>Perform actions to accompany songs</p>	<p>Keep a steady pulse when playing an instrument, recognising tempo and pitch.</p> <p>Create music and suggest symbols to represent sounds.</p> <p>Record and comment on my voice and others.</p>	<p>Composers / genres - country music, pop music, big band etc</p>	<p>Comment and respond to recorded music from different traditions, genres, styles and themes e.g. this music make me feel happy / sad because.....</p>
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Costock C of E Primary School - EYFS Curriculum Plan 2024-2025

Themes will be developed to suit the interests of the children in Class R in 2024/2025 where possible. The same objectives can be taught through a variety of topics. All themes are suggestions and may change depending upon the children and their own interests and knowledge.

Suggested activities included in different areas but can be altered and expanded on linked to interest and need