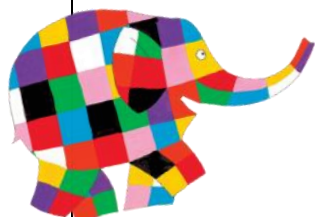


Bocking Primary School EYFS Curriculum

Curriculum Intent:	At Bocking, we believe that by the end of Reception every child will be a kind, confident and skilful individual who is curious about the world around them. Engaging in a positive, nurturing atmosphere; children are encouraged to persevere and challenge themselves to achieve their very best. Our well-planned curriculum creates the foundations for further development throughout education and encourages children to develop a love of learning.
Aims:	To ensure that all pupils: <ul style="list-style-type: none">○ Will be explicitly taught phonics, letter formation and early maths skills; with opportunities to embed these through their own experiences.○ Are given enough time and space to develop and follow their own ideas.○ Are encouraged to refine communication and social skills.○ Have an opportunity to showcase what they have learnt via Tapestry and within their learning journal.○ Will be challenged through sustained shared thinking with peers and teachers.
Implementation:	<ul style="list-style-type: none">○ Development Matters is used as curriculum guidance.○ Inspiring topics are planned to spark children's interests and encourage an element of awe and wonder.○ We use Talk 4 Writing as a tool to develop story language and story structures, children retell stories with actions.○ The concrete, pictorial and abstract approach is embedded in our maths lessons to promote a deep understanding and ability to reason.○ We run a free flow of indoor and outdoor provision, which allows children to embrace the use of the whole environment. Children are encouraged to practise and rehearse what they have learnt independently, and become 'busy bees' if they have initiated tasks that allow them to do this.○ Each child is given three half termly targets, that are individualised to their learning need. These act as next steps – teachers work in focus groups to work towards achieving these.○ Learning is continually assessed and evidenced.

Term:	Autumn 1
Unit title:	Super Me!
Communication and Language:	<p>'Curiosity cube' as a hook' for topic books – encouraging children to ask questions and explore new vocabulary (surrounding emotions). Circle times and adult modelling to develop children's social phrases. Play listening games within TOPS time. Daily story time and encouragement to share stories in continuous provision. Use Makaton in rhyme and songs. Use story maps and helicopter stories to remember longer stories.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Use a wider range of vocabulary ○ Develop communication with adults and children ○ Start a conversation with an adult or a friend and continues it for many turn ○ Enjoy listening to longer stories and can remember much of what happens. ○ Understands 'why' questions <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Develop social phrases (good morning, would you like to play...) ○ Use new vocabulary through the day ○ Understand how to listen carefully and why listening is important ○ Engages in story times
Physical Development:	<p>Finger gym activities within continuous provision. Give children opportunities to use scissors, pencils, and paintbrushes. SCS PE sessions 'Squiggle While You Wiggle' and 'Play Doh Disco' sessions. Encourage children to independently use classroom 'Imagination Station' and writing area.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Start to take part in some group activities which they make up for themselves ○ Choose the correct resources to carry out their own plan ○ Use a comfortable grip with good control ○ Show a preference for a dominant hand ○ Be increasingly independent as they get dressed and undressed <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
Personal, Social and Emotional Development:	<p>Learn to use classroom areas, initiating and extending play ideas with peers. Adults modelling play. Focus on the story of 'The Colour Monster', to explore different emotions and encourage children to express themselves. Come up with class rules. Look at the stories 'Elmer' and 'Super Duper You!'</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Select and use activities and resources when needed ○ Being outgoing with more familiar people in safe context of their setting ○ Play with one or more other children extending and elaborating play ideas ○ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ○ Increasingly follow rules, understanding why they are important ○ Remember rules without needing an adult to remind them.



	<p>(DM Reception)</p> <ul style="list-style-type: none"> Sees themselves as a valuable individual Expresses their feelings and considers the feelings of others
Literacy:	<p>Focus on name writing, letter, and number formation. Children to use name cards daily to practise name writing independently. Daily 'Success for All Phonics' sessions. Pick out vocabulary from topic books to look at meaning. Writes a shopping list in role play shop.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Understand the five key concepts about print Engages in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all their name Write some letters accurately
Mathematics:	<p>Follow White Rose, CPA and Mastery approach. Baseline assessments Adult initiated activities to consolidate learning and to question understanding. Create a repeating pattern on a fruit kebab.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight, and capacity. Extend and create ABAB patterns. Notice and corrects an error in a pattern. <p>(DM Reception)</p> <ul style="list-style-type: none"> Counts objects, actions, and sounds. Counts beyond 10
Understanding the World:	<p>Use 'Chatterboxes' and circle times to share interests. Explore water tray, mud kitchen and sandpit. Signs of autumn, exploring the change in colour 'orange leaves'. During circle time, talks about their family and who is important to them. Draws who lives in their house.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Uses their senses in hands on exploration of natural materials Begins to make sense of their own life <p>(DM Reception)</p> <ul style="list-style-type: none"> Talk about members of their immediate family Understand the effect of changing seasons on the natural world around them
Expressive Arts and Design:	<p>Self portraits Explore colour mixing. Create own colour monster, looking at its emotion. Designs their own patch on Elmer.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Takes part in simple pretend play Makes imaginative and complex small world with blocks and construction kits

	<ul style="list-style-type: none"> ○ Develop their own ideas and decide what material to use to express them. ○ Explore colour and colour mixing ○ Show different emotions in their drawing ○ Develop their own ideas and decide what material to use to express them.
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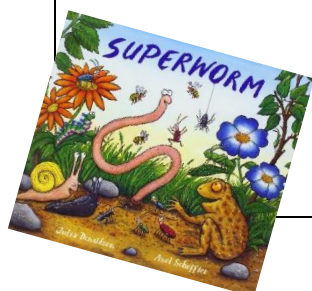
Term:	Autumn 2
Unit title:	Our Wonderful World
Communication and Language:	<p>‘Curiosity cube’ as a ‘hook’ for topic books – encouraging children to ask questions, make predictions and explore new vocabulary. Use class ‘vocabulary tree’ to revisit new vocabulary. Circle times and adult modelling to develop listening skills (i.e., looking at the person who is talking). Daily story time and encouragement to share stories in continuous provision, as well as for pleasure at home (encouraged through reading challenges). Learn the songs for the Nativity. Use story maps and actions to remember longer stories.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Use a wider range of vocabulary ○ Understands a question or instruction that has 2 parts ○ Uses longer sentences of four to six words ○ Start a conversation with an adult or a friend and continues it for many turns ○ Enjoy listening to longer stories and can remember much of what happens ○ Sings a large repertoire of songs <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Use new vocabulary through the day ○ Describes events in some detail ○ Understand how to listen carefully and why listening is important ○ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
Physical Development:	<p>Finger gym activities within continuous provision. Give children opportunities to use scissors, pencils, and paintbrushes. SCS PE and teacher lead sessions. Create movements like a firework – spin like a Catherine wheel. ‘Squiggle While You Wiggle’ and ‘Play Doh Disco’ Encourage children to independently use classroom ‘Imagination Station’ and writing area to mark make and refine small motor skills.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Use a comfortable grip with good control ○ Show a preference for a dominant hand ○ Be increasingly independent as they get dressed and undressed <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Progress towards a more fluent style of moving, with developing control ○ Develop their small motor skills so that they can use a range of tools competently, safely, and confidently ○ Further develop the skills they need to manage the school day successfully (i.e., lining up).



Personal, Social and Emotional Development:	<p>Learn to use classroom areas appropriately, extending play ideas with peers. Talk about our school community and values: reflect on how we can demonstrate these values. Use 'Owl Babies' to prompt discussions about a time we have felt worried. Introduce class 'Worry Monster'</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Develop their sense of responsibility and membership of a community ○ Play with one or more other children extending and elaborating play ideas ○ Remember rules without needing an adult to remind them. <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Build constructive and respectful relationships. ○ Think about the perspectives of others. ○ Expresses their feelings and considers the feelings of others
Literacy:	<p>Refine name writing, letter, and number formation. Daily 'Success for All' phonics and reading sessions, followed by consolidation games i.e., 'Pink Panther' and North, South, East and West. Pick out vocabulary from topic books to look at meaning. Write CVC words, by applying segmenting and blending skills. Explore writing opportunities in Santa's Workshop, i.e., cards, present labels.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Engages in extended conversations about stories, learning new vocabulary ○ Write some letters accurately <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Reads individual letters by saying the sounds for them ○ Blends sounds into words ○ Spell words by identifying the sounds and then writing the sound with letter/s
Mathematics:	<p>Follow White Rose, CPA and Mastery approach. Adult led activities to consolidate learning and encourage reasoning skills. Encourage children to challenge their brain, by practising what we have learnt during their 'busy time'. Understand the value of numbers, i.e., the oneness of one.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Understands position (i.e., in front) <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Subitise (develop fast recognition, without needing to count) ○ Link the number symbol (numeral) with its cardinal number value. ○ Explore the composition of numbers ○ Compose and decompose shapes
Understanding the World:	<p>Look at 'The Jolly Christmas Postman' and talk about the job of a postman. Continue to explore the change in season and discuss what this means for the world around us (i.e., animals, industries, and different countries). Explore different festivals and celebrations across the world – compare Christmas traditions in different countries and historically. Visit the church for the Nativity – talk about different places of worship.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ○ Show interest in different occupations. <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Describe what they see, hear, and feel whilst outside.

	<ul style="list-style-type: none"> ○ Understand the effect of changing seasons on the natural world around them. ○ Recognise some environments that are different.
Expressive Arts and Design:	<p>Tunefully sing Nativity songs and create props. Draw a firework from observation. Create a poppy for Remembrance Day. Participate in STAVE house, violin lessons.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Remember and sing entire songs. ○ Play instruments with increasing control <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Sing in a group or on their own, increasingly matching the pitch and following the melody. ○ Develop storylines in their pretend play

Term:	Spring 1
Unit title:	Superheroes
Stimulus:	Superhero day – children come in dressed as their favourite superhero, or their hero. Children participate in superhero inspired activities throughout the day.
Communication and Language:	<p>‘Curiosity cube’ as a ‘hook’ for topic books – encouraging children to ask questions and suggest ideas for i.e., how we can save the vegetables from the evil pea.</p> <p>Use class ‘vocabulary tree’ to revisit vocabulary.</p> <p>Daily story time and encouragement to share stories in continuous provision, as well as for pleasure at home (encouraged through reading challenges).</p> <p>Use of story maps and actions to remember longer stories.</p> <p>Talk about what super power we would have and share, why.</p> <p>Use topic related vocabulary spontaneously in ‘Heroes HQ’ and practise communication, by pretending to answer the phone saying, “Good morning, Heroes HQ, how may I help you?”</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Understand ‘why questions’ ○ Use talk to organise themselves ○ Develop their communication but may continue to have problems with irregular tenses and plurals <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Use new vocabulary in different contexts ○ Articulate their ideas and thoughts in well-formed sentences ○ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

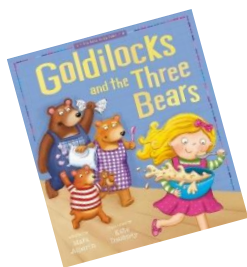


Physical Development:	<p>Finger gym activities within continuous provision and 'Busy Groups'. Give children opportunities to use scissors, pencils, and paintbrushes. SCS PE and teacher lead sessions, focusing on ball skills. 'Squiggle While You Wiggle' and 'Play Doh Disco' Encourage children to independently use classroom 'Imagination Station' and writing area to mark make and refine small motor skills. Superhero inspired obstacle courses.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Use a comfortable grip with good control ○ Use one-handed tools and equipment ○ Be increasingly independent as they get dressed and undressed <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Progress towards a more fluent style of moving, with developing control ○ Develop their small motor skills so that they can use a range of tools competently, safely, and confidently ○ Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming ○ Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball
Personal, Social and Emotional Development:	<p>Use classroom areas appropriately to develop play ideas. Talk about our school community and values: reflect on how we can demonstrate these values. Explore ways we can support our own health and wellbeing. Visit from dentist. Discuss how we can keep safe, talking about stranger danger. Complete 'acts of kindness challenges.'</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Develop their sense of responsibility and membership of a community ○ Find solutions to conflicts and rivalries ○ Remember rules without needing an adult to remind them ○ Make healthy choices about food, drink, activity and toothbrushing <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian ○ Show resilience and perseverance in the face of challenge
Literacy:	<p>Refine name writing, letter, and number formation. Daily 'Success for All' phonics and reading sessions, followed by consolidation games i.e., 'Pink Panther' and North, South, East and West. Pick out vocabulary from topic books to look at meaning. Write CVC words and short sentences, by applying segmenting and blending skills. Write speech bubbles for characters in a story. Explore writing opportunities in 'Heroes HQ' i.e., Mission slips. Label parts of the body.</p> <p>(DM 3 and 4 years)</p>

	<ul style="list-style-type: none"> Engages in extended conversations about stories, learning new vocabulary Develop phonological awareness <p>(DM Reception)</p> <ul style="list-style-type: none"> Reads individual letters by saying the sounds for them Read some letter groups that each represent one sound and say sounds for them Form lower-case and capital letters correctly Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Spell words by identifying the sounds and then writing the sound with letter/s
Mathematics:	<p>Follow White Rose, CPA and Mastery approach.</p> <p>Adult led activities to consolidate learning and encourage reasoning skills. Encourage children to challenge their brain, by practising what we have learnt during their 'busy time'.</p> <p>Explore the composition of numbers to eight, one more/ less and capacity. Use maths meetings to practise recalling number bonds to 5.</p> <p>Make a Numicon shape city.</p> <p>Dial telephone numbers in role play.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy' <p>(DM Reception)</p> <ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers Compare length, weight and capacity Link the number symbol (numeral) with its cardinal number value Explore the composition of numbers
Understanding the World:	<p>Use Bee-Bots to navigate around a map.</p> <p>Write 'secret codes' using white wax crayons, discovering the codes by painting over the top with watery paint – observe what happens.</p> <p>Discuss the different forces that superheroes can possess</p> <p>Talk about what makes a good superhero car and what makes it so fast?</p> <p>Look at old superhero programmes and comic books.</p> <p>Explore prior knowledge of different occupations ahead of Spring 2 topic 'People Who Help Us'</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Explore how things work <p>(DM Reception)</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Comment on images of familiar situations in the past Draw information from a simple map
Expressive Arts and Design:	<p>Create capes and masks.</p> <p>Build superhero hideouts and dens.</p> <p>Draw comic illustrations.</p> <p>Participate in weekly STAVE house, violin lessons.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Play instruments with increasing control Use drawing to represent ideas like movement or loud noises <p>(DM Reception)</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music

	<ul style="list-style-type: none"> ○ Create collaboratively, sharing ideas, resources, and skills ○ Develop storylines in their pretend play
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Term:	Spring 2
Unit title:	People Who Help Us
Stimulus:	Visits from people who help us within the community.
Communication and Language:	<p>Goldilocks 'crime scene', used as a hook to immerse the children in the text. Use class 'vocabulary tree' to visit the meaning of unfamiliar words. Daily story time and encouragement to explore non-fiction books about different occupations and the emergency services. Use of story maps, actions and props to retell stories i.e. character story spoons with different size bowls/ chairs. Talk about the importance of listening and following instructions when you hear a fire alarm. 'Miss Polly Had a Dolly' prop rhyme bag. Talk about the uniforms we see in the community, how we identify a person's occupation from what they wear and what tools they might need to do their job.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Uses talk to organise themselves and their play ○ Understands 'why' questions <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Describe events in some detail ○ Engage, listen to and talk about non-fiction to develop new knowledge and vocabulary ○ Asks questions to find out more ○ Retells the story, some in repetition and some in their own words
Physical Development:	<p>Give children opportunities to use scissors, pencils, and other one-handed tools within their continuous provision. SCS and teacher led PE sessions, focusing on fundamental movement skills. 'Play Doh Disco' sessions and finger gym activities, to strengthen hand muscles and coordination. Explore different ways of moving to represent the characters in the story, i.e. big/ slow movements for Daddy Bear. Challenge children to carry a bucket of oats, without spilling any, as they move over and under different pieces of equipment. Put out the chalk 'fire', with buckets of water and spray bottles.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Choose the correct resources to carry out their own plan ○ Use a comfortable grip with good control <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Revise and refine fundamental movement skills they have acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. ○ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ○ Develop overall body-strength, balance, co-ordination and agility.
Personal, Social and Emotional Development:	<p>Reflect on a time we were brave and helpful. Discuss different roles and occupations, talking about our family's jobs. Visits from the local community to talk about their job, i.e. vet, nurse. Find and rescue toys in the outdoor area. Goldilocks ate the bears' food, broke a chair and slept in a bed that wasn't hers... Do the children think what she did was right or wrong?</p>



	<p>Write a sorry card from Goldilocks, to the three bears.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Being outgoing with more familiar people in safe context of their setting Find solutions to conflicts and rivalries <p>(DM Reception)</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge Think about the perspective of others
Literacy:	<p>Continued focus on letter formation and building CVC words.</p> <p>‘Writing Wednesday’s’ – supported sentence writing, using a picture stimulus.</p> <p>Daily ‘Success for All Phonics’ sessions and supporting activities/ games.</p> <p>Predict what happens to Goldilocks next, after she left the three bears’ house.</p> <p>Send a thank you letter, to someone who helps us.</p> <p>Use writing opportunities within role play, i.e. make doctors notes in the doctor’s surgery.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Engages in extended conversations about stories, learning new vocabulary <p>(DM Reception)</p> <ul style="list-style-type: none"> Spells words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop. Form lower case letters correctly Blend sounds into words, so that they can read short words made of known letter-sound correspondences.
Mathematics:	<p>Follow White Rose, CPA and Mastery approach.</p> <p>Use maths meetings to develop the understanding of number.</p> <p>Create a number bond to 10 paper chain and develop recall of number bonds.</p> <p>Talk about numbers of importance, do we know the number to call in an emergency?</p> <p>Identify and compare small, medium and big objects for the three bears.</p> <p>Build the three bears house, with 3D shapes.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight, and capacity. <p>(DM Reception)</p> <ul style="list-style-type: none"> Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-5 and some 0-10 Continue, copy and create repeating patterns Select, rotate and manipulate shaped to develop spatial reasoning skills
Understanding the World:	<p>Look at the origins of Shrove Tuesday and how it is celebrated across the world.</p> <p>Recognise and talk about the signs of Spring, on a walk around the school.</p> <p>The three bears live in a cottage, explore what type of house we live in.</p> <p>Use an ink pad and paper, to look at fingerprints using a magnifying glass.</p> <p>Which material would be best for a lifeboat? Explore which float and sink.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> Shows interest in different occupations Talks about the different forces they can feel

	<p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Name and describe people who are familiar to them within the community ○ Understand the effect of changing seasons on the natural world around them ○ Recognise that people have different beliefs and celebrate special times in different ways
Expressive Arts and Design:	<p>Collaboratively create a fire engine or ambulance with large boxes or crates. Produce siren sounds, with different instruments. Make loose part bears. Create a picture that shows the signs of spring. Participate in weekly STAVE house, violin sessions – recognising and playing notes.</p> <p>(DM 3 and 4 years)</p> <ul style="list-style-type: none"> ○ Play instruments with increasing control <p>(DM Reception)</p> <ul style="list-style-type: none"> ○ Listen attentively, move to and talk about music ○ Explore and engage in music making ○ Develop storylines in their pretend play ○ Create collaboratively, sharing ideas, resources and skills