

Huntington Community Primary School

EYFS Intent



Learn to Live
Live to Learn

- At Huntington CP School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of background, circumstance or need.
- We aim to work collaboratively with parents and carers to develop independent, enthusiastic learners who thrive and reach their full potential.
- It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally, whilst also embedding a positive attitude to school and a love of learning.
- To ensure children make good progress, it is our intent to take into consideration the starting points and needs of all our pupils as they begin their learning journey.
- Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences.
- Following personal interests and individual needs allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve a child's next steps.

Autumn 1 Good to be Me

Spring 1 Superheroes

Summer 1 Amazing Animals

Key Knowledge & Links to Schemes

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PSED:

Select & use resources; play with others; follow rules & develop a sense of community; talk about feelings.

Growth Mindset: Help I'm Stuck

No Outsiders: The Family Book

CL:

Retell stories; learn rhymes; start conversations & listen/respond; talk for getting on socially.

PD:

Gross: Movement, balance, riding & ball skills; collaborate to move equipment safely; hall apparatus.

PSED:

Talk about own & others' feelings; identify & moderate their feelings; health & wellbeing; road safety.

Growth Mindset: Clever Sticks

CL:

Ask questions; listen to & talk about non-fiction; use new vocabulary & connectives.

PD:

Gross: Ball skills/hall apparatus

PSED:

Consider other's feelings & regulate behaviour; understand rules & control impulses; form friendships & consider others' needs.

Growth Mindset: Everyone Can Learn to Ride a Bicycle

CL:

Listen & respond with questions & comments; talk for expressing ideas, explanations & feelings.

PD:

Gross: Negotiate space; move with strength, balance, co-ordination & energy/hall apparatus.

<p>Fine: Tools; pencil grip; dressing skills.</p> <p>GetSet4PE: Introduction to PE/fundamental Skills</p>	<p>Fine: Tools; handwriting</p> <p>GetSet4PE: Dance</p>	<p>Fine: Tripod grip; tools; accuracy & care in drawing.</p> <p>GetSet4PE: Ball skills</p>
<p>Writing Outcomes:</p> <p>Names</p> <p>Pathways to Write: Fiction – labels/lists/descriptions</p>	<p>Writing Outcomes:</p> <p>Shopping lists</p> <p>Pathways to Write: Fiction – descriptions/story planning and writing/speech bubbles Non-fiction - fact files</p>	<p>Writing Outcomes:</p> <p>Poems/rhyme/alliteration</p> <p>Pathways to Write: Narrative – story planning and writing/ Non-fiction - animal riddles</p>
<p>Maths:</p> <p>Link: <i>The Gingerbread Man</i></p> <p>1:1 counting & number recognition</p> <p>Subitising & conceptual subitising</p> <p>Comparing sets: more, fewer, equal</p> <p>Measure - height</p> <p>2 step patterns</p>	<p>Maths:</p> <p>Link: <i>Ten Little Superheroes</i></p> <p>Counting & ordering numbers forwards & backwards</p> <p>Tens frames & number tracks</p> <p>1 more/less</p> <p>Part Whole model & number bonds</p> <p>Measure - length</p> <p>Spatial vocabulary – Bee Bots</p> <p>Complex patterns; generalising & transferring</p>	<p>Maths:</p> <p>Link: <i>Dear Zoo</i></p> <p>Counting beyond 10 – pattern of ones</p> <p>Splitting & combining sets; part-whole model & tens frame; Learn bonds to 10</p> <p>Measure – time; sequence of events</p> <p>3D shapes and properties</p> <p>Odds and evens</p>
<p>UW:</p> <p>PP: Own life-story & family history</p> <p>PCC: Family & community; occupations</p> <p>NW: Materials – similarities, differences, changes; observations of natural world & changing seasons.</p> <p>Plymouth Science: Traditional Tales (changing states; floating</p>	<p>UW:</p> <p>PP: Similarities/differences between past/present; figures from the past.</p> <p>PCC: (Not a focus)</p> <p>NW: (Not a focus)</p> <p>Plymouth Science: Keeping Healthy (healthy body, mind &</p>	<p>UW:</p> <p>PP: (Not a focus)</p> <p>PCC: (Not a focus)</p> <p>NW: Contrasting environments; natural processes & changes – seasons & states of matter.</p> <p>Plymouth Science: Animals (habitats & contrasting</p>

<p>& sinking; materials; forces).</p> <p>EAD:</p> <p>Small world construction & story telling; colour mixing; play instruments with control to express feelings & ideas.</p> <p>Charanga: 'Me!'</p> <p>Mark Making and self-portraits.</p>	<p>environments).</p> <p>EAD:</p> <p>Explore artistic effects to express ideas & feelings; create collaboratively.</p> <p>Charanga: 'My Stories'</p> <p>DT</p> <p>Make Chinese New Year instruments/dragon head/masks & use in dance.</p> <p>Design and make superhero vegetables for storytelling.</p>	<p>environments; seasons & hibernation).</p> <p>EAD:</p> <p>Use props in role play; recount, adapt & invent narratives; sing & perform rhymes, songs, poems & stories; move in time with music.</p> <p>Collage</p> <p>Charanga: 'Big Bear funk'</p>
Key Texts	Key Texts	Key Texts
<p>Pathways to Write: <i>The Gingerbread Man</i></p> <p>Recipes</p> <p><i>Starting School/I am Too absolutely small for School</i></p> <p><i>Harry and the Dinosaurs go to School</i></p> <p><i>The Wolf who Wouldn't go to School</i></p> <p><i>The Colour Monster goes to School</i></p> <p>Nursery rhymes</p> <p>Autumn stories</p> <p>Secret Reader: Traditional tales</p>	<p>Pathways to Write: <i>Supertato</i> collection</p> <p><i>The Runaway Pea</i></p> <p><i>Midnight Superhero / Super Daisy</i></p> <p><i>Superkid</i></p> <p>Non-fiction 'Real Superheroes'</p> <p>Winter stories</p> <p>Chinese New Year</p> <p>Secret Reader: Superheroes</p>	<p>Pathways to Write: <i>Silly Doggy</i></p> <p><i>Dear Zoo</i></p> <p>Animal riddles & poems</p> <p>Animal/habitats non-fiction</p> <p><i>Rumble in the Jungle</i></p> <p><i>Walking through the Jungle</i></p> <p>Secret Reader: Animal stories/poems</p>

Autumn 2 Celebrations	Spring 2 Growth and Change	Summer 2 Journeys
Key Knowledge & Links to Schemes	Key Knowledge & Links to Schemes	Key Knowledge & Links to Schemes
<p>PSED:</p> <p>Healthy living (personal care, diet, exercise, oral hygiene)</p> <p>Growth Mindset: Incy Wincy Spider</p> <p>No Outsiders: Blue Chameleon</p> <p>Anti Bullying Week; Children in Need</p>	<p>PSED:</p> <p>Resilience & perseverance; being assertive & solving conflicts; build relationships & talk about others' perspective.</p> <p>Growth Mindset: Rooting for You</p> <p>No Outsiders: You Choose</p>	<p>PSED:</p> <p>Try new activities, set goals, persevere; 2 channelled attention; follow complex instructions; cooperate & take turns.</p> <p>Growth Mindset: Toppling Towers</p> <p>No Outsiders: Mama and Me</p>
<p>CL:</p> <p>Learn poems & songs; understand questions & 2-part instructions; talk for expressing an opinion.</p>	<p>CL:</p> <p>Talk for thinking & negotiating.</p>	<p>CL:</p> <p>Use tenses & conjunctions.</p>
<p>PD:</p> <p>Gross: Team activities; sequences & patterns of movement.</p> <p>Fine: Tools; pencil grip; dressing skills/hall apparatus.</p> <p>GetSet4PE: Fundamental Skills</p>	<p>PD:</p> <p>Gross: Movement skills; combine movements fluently; hall apparatus.</p> <p>Fine: Tools; handwriting</p> <p>GetSet4PE: Gymnastics</p>	<p>PD:</p> <p>Gross: Sports day skills & team games.</p> <p>Fine: Tripod grip; tools; accuracy & care in drawing.</p> <p>GetSet4PE: Team games (sports day events)</p>
<p>Writing Outcomes:</p> <p>Christmas Play invitation</p> <p>Letters to Father Christmas</p> <p>Pathways to Write:</p> <p>Fiction - Captions/labels/descriptions</p>	<p>Writing Outcomes:</p> <p>Instructions</p> <p>Easter cards</p> <p>Pathways to Write:</p> <p>Descriptions/Recount</p> <p>Non-fiction life cycles/fact files</p>	<p>Writing Outcomes:</p> <p>Letter to new Reception children/new teacher/postcards/speech bubbles</p> <p>Pathways to Write:</p> <p>Narrative – story planning and writing/recount</p>
<p>Maths</p>	<p>Maths:</p>	<p>Maths:</p>

Link: *Meg and Mog*

Counting, ordering within 10

Subitising within 5 & conceptual subitising

Inverse operations: splitting & recombining within 5; part whole model

Comparing numbers: more/fewer; 1 more; tens frame & number tracks

2D Shapes and properties

3 step patterns – unit of repeat

UW:

PP: (Not a focus)

PCC: Special places in community; differences – beliefs & celebrations .

NW: Materials - similarities, differences, changes; observations of natural world & changing seasons.

Plymouth Science: Celebrations (explore natural world; observations of animals; natural processes & changes).

EAD:

Texture & joining materials; draw with detail; respond to music, sing songs & improvise.

Printing /Christmas craft

Charanga: (No unit)

Link: *Jim and the Beanstalk*

Splitting and recombining sets – tens frame/part whole model.

1 more and less; staircase patterns; mental number line

Measure - mass

Spatial vocabulary - maps

UW:

PP: (Not a focus)

PCC: (Not a focus)

NW: Plant growth & care; plant & animal life cycles; observe & draw animals & plants; similarities & differences in nature; how things work; forces.

Plymouth Science: (No unit)

EAD:

Respond to music, dance & performance art; engage in & perform own music, dance & role play; sing matching pitch & melody.

Observational drawing / colour mixing

Charanga: 'Our World'

Link: *The Journey Home*

Counting beyond 20 – pattern of tens

Splitting & recombining numbers - doubles & halves

Splitting into more than 2 parts - sharing fairly

Measure: capacity, relationships between shapes, Symmetry, reflection

UW:

PP: (Not a focus)

PCC: Countries; local & contrasting environments; maps.

NW: (Not a focus)

Plymouth Science: Oceans (habitats & contrasting environments; floating & sinking; sorting animals).

EAD:

Use a variety of materials, tools & techniques to explore colour, design, texture, form & function; share creations explaining processes.

DT:

Make a boat.

Charanga: 'Reflect, rewind and replay'

Key Texts	Key Texts	Key Texts
Pathways to Write: (Replaced) <i>Hansel and Gretel</i>	Pathways to Write: <i>Hatty Peck: The Journey Home</i>	Pathways to Write: <i>The Naughty Bus</i>
Traditional tales	<i>Jim and the Beanstalk/Jaspers Beanstalk</i>	<i>The Day the Crayons Quit/We Catch the Bus</i>
<i>Room on the Broom</i>	<i>My Bean Diary</i>	<i>Commotion in the Ocean/Emma Jane's Aeroplane</i>
<i>Meg and Mog/Monstersaurus</i>	<i>Smartest Giant in Town</i>	<i>Tiddler/Somebody Swallowed Stanley</i>
<i>Winnie the Witch/The Baddies</i>	<i>The Ugly Duckling/The odd Egg</i>	<i>The Rainbow Fish/On the Way Home</i>
<i>Ten Little Monsters/Pumpkin Soup</i>	Animal/plant growth stories & rhymes	<i>A Whole in the Bottom of the Sea</i>
Non-fictions Celebrations/poems	Non-fiction life cycles	Non-fiction Under the Sea/poems
Secret Reader: Christmas stories	Secret Reader: Spring/Easter stories	Secret Reader: Stories from around the world