

## **Mount Charles School – Curriculum for Early Years Foundation Stage**

	T	Γ		_		TATERS
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Do You Want to be	Why to Squirrels Hide their	What Happens When I Fall	Will You Read Me	Are We Nearly There	Who Lives in a
	Friends?	Nuts?	Asleep?	a Story?	Yet?	Rockpool?
Imaginative Learning				29.102		
Project						
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ENGAGE	Meeting and making new	Woodland visit – Kingswood	Pyjama party and bedtime story	Fairy tale visitor	Going on a journey to the library	Porthpean beach visit
Memorable 	friends, tour of the school	woodland walk	Visit from Screech Owl Sanctuary	Various visitors to share favourite	(link to previous ILP)	Visit from a lifeguard
Experiences	Visit by mother and baby		Visits from various professionals who	stories	Observe caterpillar life cycle	
	Visit by grandparent		work at night	Bible stories and bibles	Visiting tractor and farmer	
Key Texts	The Lion and the Mouse by	Squirrels Busy Day by Lucy Barnard	Peace At Last by Jill Murphy	The Enormous Turnip – Ladybird The	The Hundred Decker Bus by Mike	Tip Tap Went the Crab by Tim
	Mairi Mckinnon	After the Storm by Nick	Night Monkey, Day Monkey by Julia	Gruffalo by Julia Donaldson The	Smith	Hopgood
	Lost and Found by Oliver Jeffers	Butterworth	Donaldson and Lucy Richards	Gingerbread Man by Mara Alperin	The Journey from Granpa's by	Rainbow Fish by Marcus Pfister
	Have You Filled a Bucket Today?	Hibernation Station by Michelle	Owl Babies by Martin Waddell	Mr Wolf's Pancakes by Jan Fearnley	Jemima Lumley	Come Away from the Water Shirley
	By Carol McCloud  My Mum by Anthony Browne	Meadows	Papa Please Get the Moon for Me by Eric Carle	The Three Little Pigs by Stephen Tucker and Nick Sharratt	Mr Grumpy's Outing by John Burningham	by John Burningham Sally and the Limpet by Simon James
	Superhero Dad by Timothy		Life carie	rucker and wick Sharratt	Durningnam	Sany and the Empet by Simon James
	Knapman					
Communication	Lost and Found	Squirrels Busy Day	Lullabies	Fairy Tales	The Hundred Decker Bus	Listening Shell
and Language	Why are friends important?	Listen and respond to stories	Nursery Rhymes and Songs	Asking questions	Retelling your own version of the	Practicing careful listening skills
	Play the Instructions Game	Listen Up!	Listen in a range of situations	Once Upon a Time	story	What a Load of Rubbish
	Working with a Partner What is Friendship?	Listening to others. Talking in small groups about our woodland walk	Who Works When I Sleep? Exploring night-time workers and	Becoming a storyteller  Perfect Porridge	Keeping Safe Discussing road safety	Discussing why it's important to keep the beach clean
	Answer 'how' and 'why'	Hedgehogs Tale	why they need to work at night	Following instructions (recipe)	Red Lorry, Yellow Lorry	Feeling Crabby
	questions based on their	Exploring non-fiction information	Tell Me Something Happy	Ruler for the Day	Exploring different vehicles	Using language to make
	experiences	about hedgehogs	What might stop us falling asleep	Make a special rule for others to	Pack Up	comparisons
	People Who Help Us	Snuggle Up!	Animals that Come Out at Night	follow	Give reasons for the items you	Our Visit
	Find out about the emergency	Follow a story without pictures or	Exploring nocturnal animals	Goodies and Baddies	will pack in your suitcase	Use photographs from beach visit as
	services and why they are	props		Exploring different fairy tale		prompts for discussion
	important Lion and the Mouse	Who Lives in the Woods?  Use more complex sentences to		characters		
	Describe different characters	verbally share thinking				
Early Learning	Listen attentively and respond	Offer explanations for why things	Hold conversation when engaged in	Make comments about what they	Express their ideas and feelings	Make comments about what they
Goals	to what they hear with relevant	might happen, making use of	back-and-forth exchanges with their	have heard and ask questions to	about their experiences using full	have heard and ask questions to
	questions, comments and	recently introduced vocabulary	teacher and peers.	clarify their understanding.	sentences, including use of past,	clarify their understanding
	actions when being read to and	from stories, non-fiction, rhymes	Offer combined for other things	Danagatusta undanatan dina afunkat	present and future tenses and	Participate in small group, class and
	during whole class discussions and small group interactions.	and poems when appropriate.	Offer explanations for why things might happen, making use of	Demonstrate understanding of what has been read to them by retelling	making use of conjunctions, with modelling and support from their	one-to-one discussions, offering their own ideas, using recently
	and sman group interactions.	Demonstrate understanding of	recently introduced vocabulary from	stories and narratives using their	teacher.	introduced vocabulary.
	Participate in small group, class	what has been read to them by	stories, non-fiction, rhymes and	own words and recently introduced		,
	and one-to-one discussions,	retelling stories and narratives	poems when appropriate.	vocabulary (Lit – Comprehension)	Demonstrate understanding of	Demonstrate understanding of what
	offering their own ideas, using	using their own words and recently		Anticipate (where appropriate) key	what has been read to them by	has been read to them by retelling
	recently introduced vocabulary.	introduced vocabulary (Lit –	Demonstrate understanding of what	events in stories (Lit–Comp)	retelling stories and narratives	stories and narratives using their
	Domonstrate understanding of	Comprehension)	has been read to them by retelling	Hen and understand receive	using their own words and	own words and recently introduced
	Demonstrate understanding of what has been read to them by	Use and understand recently	stories and narratives using their own words and recently introduced	Use and understand recently introduced vocabulary during	recently introduced vocabulary (Lit – Comprehension)	vocabulary (Lit – Comprehension)
	retelling stories and narratives	introduced vocabulary during	vocabulary (Lit – Comprehension)	discussions about stories, non-	Anticipate (where appropriate)	Anticipate (where appropriate) key events in stories (Lit–Comp)
	using their own words and	discussions about stories, non-	Anticipate (where appropriate) key	fiction, rhymes and poems and	key events in stories (Lit–Comp)	Cremes in stories (Elt Comp)
	recently introduced vocabulary	fiction, rhymes and poems and	events in stories (Lit-Comp)	during role-play.	, , , , , , , , , , , , , , , , , , , ,	
	(Lit – Comprehension)	during role-play.				

Phonics  Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Goals  Farly Learning Goals  Early Learning Goals  Farly Learning Goals  Coals  Pupils are assessed ½ termly, progressing rapidly through the programme.  Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading) Coals  Once There Were Giants Viriting Jobout self - picture and verbal sentence (+ mark making)  Interacty Talk for Writing - Innivation Innovation Innovation Innovation Interaction Interact	east 10 digraphs I Reading) istent with their dge by sound- Word Reading) e sentences and asistent with their e, including some eption words d Reading) Rockpool by Ruth n-fiction) e about another animal. iting - Did you
the alphabet and at least 10 digraphs (Lit – Word Reading)  Early Learning Goals  Early Learning Goals  Literacy Talk for Writing - Imitation - Innovation - Invention - Inven	east 10 digraphs I Reading) istent with their dge by sound- Word Reading) e sentences and asistent with their e, including some eption words d Reading) Rockpool by Ruth n-fiction) e about another animal. iting - Did you
phonic knowledge by sound-blending (Lit – Word Reading)  phonic knowledge by sound-blending (Lit – Word Reading)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  Literacy Talk for Writing - Invention  Innovation - Invention  Invention  Invention  Intervation  Invention  Intervation  Invention  Intervation  Invention  Invention  Invention  Invention  Invention  Invention  Invention  Intervation  Intervation  Invention  Intervation  Inte	dge by sound- Word Reading) e sentences and esistent with their e, including some eption words d Reading) Rockpool by Ruth en-fiction) e about another animal. iting - Did you
Goals  Go	e sentences and assistent with their e, including some eption words d Reading) Rockpool by Ruth in-fiction) e about another animal. iting - Did you
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  Literacy Talk for Writing - Innovation - Innovation - Invention  Invention  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  (Lit – Word Reading)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  (Lit – Word Reading)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  (Lit – Word Reading)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  (Lit – Word Reading)  We're Going on a Bear Hunt by Welcome to the Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)  (Lit – Word Reading)  We're Going on a Bear Hunt by Michael Rosen  Ficture and caption – continuing the story  Writing about self -picture and verbal sentence (+ mark making)  The story of the reading of the representation of the repres	asistent with their e, including some eption words d Reading) Rockpool by Ruth n-fiction) e about another animal. iting - Did you
phonic knowledge, including some common exception words (Lit – Word Reading)  Literacy Talk for Writing - Imitation - Innovation - Invention  Invention  Diagram willow the properties of their phonic knowledge, including some common exception words (Lit – Word Reading)  Phonic knowledge, including some common exception words (Lit – Word Reading)  (Lit – Word Reading)  Common exception words (Lit – Word Reading)  Writing about self -picture and verbal sentence (+ mark making)  Their phonic knowledge, including some common exception words (Lit – Word Reading)  Their phonic knowledge, including some common exception words (Lit – Word Reading)  Their phonic knowledge, including some common exception words (Lit – Word Reading)  The word Reading (Lit – Wor	e, including some eption words d Reading) Rockpool by Ruth n-fiction) e about another animal. iting - Did you
Literacy Talk for Writing - Imitation - Innovation - Invention - I	eption words d Reading) Rockpool by Ruth n-fiction) e about another animal. iting - Did you
Literacy Talk for Writing - Imitation - Innovation - Invention - I	d Reading) Rockpool by Ruth n-fiction) e about another animal. iting - Did you
Literacy Talk for Writing - Imitation - Innovation - Invention - I	Rockpool by Ruth n-fiction) e about another animal. iting - Did you
Literacy Talk for Writing - Imitation - Innovation - Invention - I	n-fiction) e about another animal. iting - Did you
- Imitation - Innovation - Invention - Inv	e about another animal. iting - Did you
- Innovation - Innovation - Invention - Invention	<i>animal.</i> iting - Did you
- Innovation environment. Information wr	
- INVENTION	
Map with story labels know	facts
Invent, adapt and recount Invent, adapt and recount Invent, adapt and recount narratives Invent, adapt and recount narratives Invent, adapt and recount Invent, adapt and reco	
narratives and stories with their narratives and stories with their narratives and stories with their and stories with their narratives and stories with the narrative and stories with the narrativ	•
peers and their teacher. peers and their teacher. teacher. teacher. teacher. peers and their teacher. teacher.	ier.
Write recognisable letters, most of of which are correctly formed.  Write recognisable letters, most of of which are correctly formed.  Write recognisable letters, most of which are correctly formed.  Write recognisable letters, most of which are correctly formed.  Write recognisable letters, most of which are correctly formed.  Write recognisable letters, most of which are correctly formed.  Write recognisable letters, most of which are correctly formed.	
Spell words by identifying Spell words by identifying sounds in Spell words by identi	•
sounds in them and them and representing the sounds them and representing the sounds them and representing the sounds in them and representing the sounds.	
Early Learning representing the sounds with a letter or letters	
Goals    Copies of the sounds with a letter of letters   Write simple phrases and   Write simple phrases and sentences   Write simple phrases and   Write simple phrases and   Write simple phrases and   Write simple phrases   Writ	es and sentences
sentences that can be read by that can be read by others. that can be read by others. sentences that can be read by that can be read by others.	ad by others.
Hold a pencil effectively in others.	
preparation for fluent writing – Hold a pencil effectively in Hold a pencil effectively in Using the tripod grip in almost Hold a pencil effectively in Preparation for fluent writing – using preparation fluent writing – using prepara	*
using the tripod grip in almost Hold a pencil effectively in preparation for fluent writing – using preparation for fluent writing – using Hold a pencil effectively in preparation for fluent writing – all cases (PD – Fine Motor) preparation for fluent writing – the tripod grip in almost all cases (PD – Fine Motor) th	
using the tripod grip in almost all — Fine Motor)	
cases (PD – Fine Motor)	,
People Who Help Me at Home Dinner Time Yawn Giant Turnips Air, Road or Water Sally's L	impet
Explore the stories Superhero Find out what animals eat Why is sleep important? Make a Planting and growing turnips , Compare and sort vehicles, how Look at different a	•
Dad and My Mum  Yuk! sleep diary observing changes the move, old/new rock	
Same or Different Explore how food changes over Night Time Visitors Disappearing Gingerbread Man Boat Builder Challenge Who Eat	
Understanding colour, height Similarities/differences – eye time (growth and decay) Exploring nocturnal animals What happens to the GBM in the rive colour, height Wild Ones Explore simple Cockpool Colour, height Wild Ones Why it is Dark at Night — dissolving Design an Imaginary Vehicle Rockpool	
the World  Difference between wild animals  Use the Dark Den to explore dark,  Grow a magic bean by planting a  Use a drag and drop  Use a range of main the splint of the	
and pets light and shadows jelly bean. computer/tablet program. rockpool	
Squirrels Winter Muffins Create a seed packet.	
Make a squirrel feeder for the Cornwall Lo	ocal Study
winter months.	
Talk about the lives of the Explore the natural world around Explore the natural world around Understand some important Explain some similarities and Know s	
people around them and their them, making observations and them, making observations and them, making observations and processes and changes in the natural differences between life in this differenc	
roles in society. drawing pictures of animals and drawing pictures of animals and world around them, including the country and life in other world around then Describe their immediate plants. plants. seasons and changing states of countries, drawing on knowledge environments, d	•
Early Learning Describe their immediate plants. plants. plants. seasons and changing states of environment using knowledge Understand some important Understand some important Understand some important water. from stories, nonfiction texts and experiences and when the countries of the countries	_
Goals from observation, discussion, processes and changes in the processes and changes in the natural processes and changes in the natural process	
stories, non-fiction texts and natural world around them, world around them Know some sin	
maps. including the seasons and changing differences between	1
states of matter. past and now, de	en things in the

						experiences and what has been read in class.
Expressive Art and Design	Friendship Colours  Mixing colours with a friend,  make a new colour  Show Me  Simple role play	Land Art Create using woodland treasures Clay Creatures Use tools to make a clay animal Christmas Art and Crafts	Sleepy Thing  Make from an old glove or sock – use to tell a story  Lost Stars  Create a star using a range of materials  Constellation Creators  Create your own constellation and give it a name.	Royal Workshop  Make crowns, shields swords etc. fit for a prince or a princess  Creating storytelling props	Let's Sing Singing songs linked to travel and transport Junk Modelling Make your own vehicle from junk	Seashell Art  Make patterns/imprints with found seaside objects Let's Get Moving Listen to sounds of the seashore
Early Learning Goals	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used. Use a range of small tools, including scissors, paintbrushes and cutlery.	Make use of props and materials when role playing characters in narratives and stories.  Begin to show accuracy and care when drawing.	Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher	Share their creations, explaining the process they have used.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
PSED	Have you filled a bucket today?  Showing kindness to others  Team Work  Working together  Jelly Baby Friends  What does friendship look like?	With a Little Help from my Friends Migration patterns and formations with friends	Owl Babies  Talk about feelings e.g. feeling alone	Baddies Beware!  How our actions can upset others.  Sleeping Dragons  Waiting patiently and taking our turn	Bike Wash Work co-operatively Where Shall We Go Simple debate about a chosen destination	Seashore Shop Children to take on a role and take responsibility
Jigsaw PSHCE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Early Learning Goals	Form positive attachments to adults and friendships with peers.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Understanding The World Discover R.E.	Special People What makes people special? Christianity and Judaism	Christmas What is Christmas? Christianity	Celebrations How do people celebrate? Hinduism	Easter What is Easter? Christianity	Stories What can we learn from stories? Christianity, Islam, Hinduism, Sikhism	Special Places What makes places special? Christianity, Islam, Judaism
Expressive Art and Design	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. Understand the past through settings, characters and events encountered in books read in class and storytelling  Everyone  Family, friends and people in the	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.  Understand the past through settings, characters and events encountered in books read in class and storytelling  My Stories  Festivals, Christmas	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.  Understand the past through settings, characters and events encountered in books read in class and storytelling  Our World  Day and night, weather and seasons	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.  Understand the past through settings, characters and events encountered in books read in class and storytelling  Me  Growing, homes and colour	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. Understand the past through settings, characters and events encountered in books read in class and storytelling  Big Bear Funk  Transition	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.  Understand the past through settings, characters and events encountered in books read in class and storytelling  Reflect, Rewind and Replay  Consolidation
Charanga Music Early Learning Goals	Sing a range of well-known nursery rhymes and songs.	Sing a range of well-known nursery rhymes and songs.	Sing a range of well-known nursery rhymes and songs.	Sing a range of well-known nursery rhymes and songs.	Sing a range of well-known nursery rhymes and songs.	Sing a range of well-known nursery rhymes and songs.

	Perform songs, rhymes, poems	Perform songs, rhymes, poems and	Perform songs, rhymes, poems and	Perform songs, rhymes, poems and	Perform songs, rhymes, poems	Perform songs, rhymes, poems and
	and stories with others, and	stories with others, and (when	stories with others, and (when	stories with others, and (when	and stories with others, and	stories with others, and (when
	(when appropriate) try to move	appropriate) try to move in time	appropriate) try to move in time	appropriate) try to move in time	(when appropriate) try to move	appropriate) try to move in time
	in time with music.	with music.	with music.	with music.	in time with music.	with music.
	Numbers to 5	Comparing groups within 5	Number bonds within 5	Addition to 10	Exploring patterns	Numbers to 20
Mathematics	Sorting	Change within 5	Numbers to 10	Number bonds to 10	Counting on and counting back	Numerical patterns
Power Maths	3011116	Change within 5	Comparing numbers within 10	Shape and space	Counting on and counting back	Numerical patterns
	Have a deep understanding of	Have a deep understanding of	Automatically recall (without	Compare quantities up to 10 in	Explore and represent patterns	Verbally count beyond 20,
	number to 10, including the	number to 10, including the	reference to rhymes, counting or	different contexts, recognising when	within numbers up to 10,	recognising the pattern of the
Early Learning	composition of each number.	composition of each number.	other aids) number bonds up to 5	one quantity is greater than, less	including evens and odds, double	counting system.
Goals	Subitise (recognise quantities	Subitise (recognise quantities	(including subtraction facts) and	than or the same as the other	facts and how quantities can be	Counting System.
Couis	without counting) up to 5.	without counting) up to 5.	some number bonds to 10, including	quantity.	distributed equally	
	without counting, up to 3.	without counting, up to 3.	double facts.	quantity.	distributed equally	
5	Gymnastics	Games	Dance	Gymnastics	Dance	Games
Physical -	Introductory Unit	Moving in different ways like	Different ways of moving to a beat	Travelling around the space in	Ways of moving rhythmically	Summer team games
Development	Gross motor skills – running,	woodland animals	Creating sequences of movements	different ways	Making changes to traditional	
Val Sabin	jumping, hopping safely	Throwing and catching		,	dances	
Gross Motor						
Fine Motor	Mark making using different	Make Harvest soup – use tools to	Sorting stars – using pincers and	Royal Jewellery – threading beads to	Observational drawing – vehicle	Handwriting focus
Fille Motor	writing tools	peel and chop	tweezers	make jewellery for the king & queen	parts	
	Negotiate space and obstacles	Negotiate space and obstacles	Demonstrate strength, balance and	Negotiate space and obstacles	Demonstrate strength, balance	Move energetically, such as running,
	safely, with consideration for	safely, with consideration for	coordination when playing.	safely, with consideration for	and coordination when playing.	jumping, dancing, hopping, skipping
	themselves and others.	themselves and others.		themselves and others.		and climbing.
Early Learning						
Goals	Hold a pencil effectively in	Use a range of small tools, including	Use a range of small tools, including	Use a range of small tools, including	Begin to show accuracy and care	Hold a pencil effectively in
	preparation for fluent writing -	scissors, paintbrushes and cutlery.	scissors, paintbrushes and cutlery.	scissors, paintbrushes and cutlery.	when drawing	preparation for fluent writing – using
	using the tripod grip in almost					the tripod grip in almost all cases.
	all cases.					
	C&L Unit	PSED Unit	Maths Unit	Literacy Unit	EA & D Unit	PD Unit
	2Paint a Picture Projects	Using tablets	Maths City	2Create a Story	2Explore	Mini Mash Grocers
Purple Mash	2Create a Story	Using computers	Number Paint Projects	Alphabet Slideshows	2Beat	U the W Unit
Computing	Mashcams	Internet Safety	2Count	Talking Stories	2Design and Make	All about Me
	Simple City			2Email, 2Respond		Slideshow Creator
	5. 11. 5.	MI - 1	GI : I	0 17 0	B	2Connect
EVENECO	Friendship Recipe	What happens after Autumn?	Sharing Time!	Royal Tea Party.	Passports at the Ready!	Sharing Time!
EXPRESS	What ingredients do we need to	Explore the cycle of season.	Share our learning with our home	Write an invitation to a invite a	Create a personal passport.	Share our learning with our home
	be a good friend?		grown ups	guest.		grown ups