

Curriculum Overview – EYFS

	Autumn Term – Marvellous Me	Spring Term – Growing and Changing	Summer Term – All Around Me
English	<ul style="list-style-type: none"> • Name writing. • Letter formation of lower-case letters. • Writing initial sounds and simple captions and phrases. • Sequencing and retelling stories. • Read words using phonics knowledge. • Guided sentence writing. • Letters and list writing. • Enjoy an increasing range of books and rhymes. • Learn and use new vocabulary. • Listen to and retell familiar stories talk about stories to build familiarity and understanding. • Listen to and learn rhymes, poems and songs. 	<ul style="list-style-type: none"> • Name writing. • Read simple phrases and sentences. • Write captions/ short sentences. • Write some letters accurately. • Model re-reading own sentences to check it makes sense. • Enjoy an increasing range of print and digital books, both fiction and non-fiction. • Re-read books to build confidence in word reading, fluency, and understanding and enjoyment. • Re-enact and reinvent stories heard and use these in play. • Develop narratives and explanations by connecting ideas or events. • Use vocabulary and forms of speech that are influenced by experiences of books. • Describe story settings, events and characters in increasing detail. 	<ul style="list-style-type: none"> • Retell stories in own words and use descriptive language. • Writing lists, captions and simple sentences. • Attempt to write longer words using phonic knowledge. • Beginning to use finger spaces, full stops and capital letters. • Form most lower-case letters correctly. • Retell a story with actions or pictures as part of a group with increasing confidence. • Use story language when acting out a narrative. • Explain the main events of a story. • Draw pictures of characters/ events/ settings in a story. • Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. • Make predictions. • Begin to understand the difference between non-and fiction. • Point to front cover, back cover, spine, blurb, increasingly influenced by their experiences of books. • Describe main story settings, events, and principal characters in increasing detail.

Maths	<ul style="list-style-type: none"> Develop mathematical knowledge, understanding and vocabulary. Name and describe 2D shapes. Match numeral to quantity. Compare quantities. Compare and order by length. Exploring and representing patterns (repeating patterns and with numbers). Have a deep understanding of numbers to 10. Sorting objects / quantities into sets and understand simple sorting rules. Use and count in 5s frames. Counting sets accurately. Know days of the week. Sequence day and night and order events. Use vocabulary such as 'morning, afternoon, evening, night-time, earlier, later, in a minute.' Understand conservation of numbers to 5 including composition of and subitising to 5. Make and identify 5 (knowing number facts to 5). Construct with 2D shapes. Use positional language. 	<ul style="list-style-type: none"> Know the composition of numbers to 10. Counting forwards and backwards. Use 5 and 10s frames to explore and represent numbers. Compare and order numbers to 10 then 20. Understand the conservation of numbers to 5 and 10. Explore the part-part-whole method to represent numbers. Subitise a set of objects to at least 5. Know and use the language of more/fewer to compare quantities. Know number bonds to 5 automatically and some number bonds to 10. Sharing sets equally. Exploring and making numbers to 10 in different ways. Partitioning sets into more than 2 parts. Name, describe and create patterns and spot errors in patterns. Continue a repeated pattern. Name and describe 2D and 3D shapes. Use language related to length and capacity. Compare, estimate, and measure capacity and height/length. Create and construct models with shapes. 	<ul style="list-style-type: none"> Counting on from any number and backwards from 20. Adding to 10 using a 10s frame. Ordering numbers and identify what is 1 more/fewer than a given number. Know the composition of numbers to 10. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20. Recognise odd and even numbers to 10. Know double facts to 10. Halving and sharing quantities equally. Exploring and comparing mass and capacity using a growing mathematical vocabulary. Solving simple mathematical problems explaining my reasoning.
Communication and Language	<ul style="list-style-type: none"> Speaking in fuller sentences. Asking and answering questions. Learning and using new vocabulary. Engage in story time, listening to and retelling stories we have heard. 	<ul style="list-style-type: none"> Continue to build an extended vocabulary learning and using new words confidently in range of situations. Speak in sentences which make sense joining events and ideas with a range of connectives. Ask and answer questions. Give more detailed information when describing events. 	<ul style="list-style-type: none"> Learn and use new vocabulary, describe events in greater detail in the correct tense. Connect ideas using a range of connectives in conversation. Retell stories using words from the text and in our own words. Use talk to explain why and how things happened. Hold conversation engaging well with others. Listen carefully and respond with questions in a range of situations.

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Making friends and building constructive friendships. • Talk about how we are feeling and begin to moderate our own feelings. • Learning new rules / environment / routines. • Know what healthy foods are and what makes a healthy diet. • Know about basic road safety. • Talk about my favourite foods, hobbies, and interests <p>No Outsiders</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	<ul style="list-style-type: none"> • Understand and talk about the importance of a healthy lifestyle. • Understand that we are unique, special and important. • Show that we can be resilient and persevere. <p>No Outsiders</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • How important friendships are in making us feel happy and secure, and how people choose and make friends. 	<ul style="list-style-type: none"> • Manage our own feelings and behaviour. • Tolerate delay and regulate our own behaviour. • Follow instructions involving several parts. • Focus attention on what is being said and when engaging in activities. • Develop confidence, resilience and perseverance. • Manage own hygiene and personal needs. • Form and maintain positive relationships with others. • Consider the thoughts, feelings and needs of others. <p>No Outsiders</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • The importance of self-respect and how this links to their own happiness.
Physical Development	<ul style="list-style-type: none"> • Using scissors and pencils/mark making tools with increasing control and accuracy. • Managing zips, toileting and hand washing. • Using space effectively, developing a range of movements and ball skills • Move in time to music and follow a simple routine. 	<ul style="list-style-type: none"> • Become more confident when moving in a range of ways with increased skills, precision and agility. • Have increased body strength, balance and co-ordination. • Use a range of tools (including pencils for writing) with increased accuracy and competency. 	<ul style="list-style-type: none"> • Move in a range of ways with confidence and energy negotiating space safely. • Use tripod grip when handling pencils. • Draw pictures accurately and carefully. • Handle and use tools effectively.

Understanding the World	<ul style="list-style-type: none"> Look at and draw my own maps of the school environment. Talk about my journey to school and things I see along the way. Describe features of my immediate environment and make observations of the natural world. Name and learn about a range of traditions and cultures celebrated around the world. Share my own experiences and celebrations. Understand similarities and differences between different families/ religious and cultural communities. Talk about my immediate family and my own life story. How have I changed? Look at schools, homes and transport in the past and how they are different to now. Share family traditions and how these have changed over time. Observe the seasonal and weather changes I can see around me. Show care and concern for autumn animals. 	<ul style="list-style-type: none"> Know where different foods come from. Look at and describe changes in weather and seasons we can see around us. Looking at hot and cold places and comparing simple similarities and differences between them. Sort and categorise animals in different ways. Look at how foods, clothing and transport have changed over time by looking at photos / in books / talking to familiar adults. Sorting adult and baby animals. Investigate and describe different animal habitats from books we have reads in class and in our immediate environment. Observe and describe changes in matter (freezing and melting). Planting seeds and watching them grow. 	<ul style="list-style-type: none"> Compare and contrast the UK to another country. Explore the natural world beyond where we live by looking at books and listening to stories from other countries. Describe weather and seasonal changes I can see around me and changes I have noticed over time. Share stories about people who are special to me and their role in society. Describe roles of people in society and the contributions they make. Describe how things have changed over time. Know some similarities and differences between the natural world around us and contrasting environments. Describe weather and seasonal changes and changes we can see around us.
Expressive Arts and Design	<ul style="list-style-type: none"> Painting and drawing pictures of ourselves, our families, pets and houses. Drawing autumn animals and creating autumn art Rockets, space and fireworks pictures. Exploring colour mixing. Expressing ourselves through role play and using puppets. Creating objects using a variety of materials exploring joining techniques. Learn and sing a range of songs including nursery rhymes and counting songs. 	<ul style="list-style-type: none"> Drawing different plants and animals with increased accuracy. Creating winter art. Making our own puppets and using these in role play and storytelling. Learn and sing a range of songs. Play instruments following a rhythm / beat. 	<ul style="list-style-type: none"> Drawing and painting animals exploring colour and texture and with increasing accuracy and detail. Explore music, dance and art expressing our feelings and responses. Use tools correctly to create pieces of art. Retell stories we have heard in class through role play, puppets, songs and drawings. Sing a repertoire of songs with confidence. Move in time to music and follow a simple rhythm.

Music (Charanga Scheme)	<p>Me! My Stories</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music. • Embedding foundations of the interrelated dimensions of music. • Learning to sing or sing along with nursery rhymes and action songs. • Improvising leading to playing classroom instruments. • Share and perform the learning that has taken place. 	<p>Everyone Our World</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music. • Embedding foundations of the interrelated dimensions of music. • Learning to sing or sing along with nursery rhymes and action songs. • Improvising leading to playing classroom instruments. • Singing and learning to play instruments within a song. • Share and perform the learning that has taken place. 	<p>Big Bear Funk Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Listen and Appraise. • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. • Sing and revisit nursery rhymes and action songs. • Play instruments within the song. • Improvisation using voices and instruments. • Riff-based composition. • Share and perform the learning that has taken place.
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