

Curriculum Overview – EYFS (2023-2024)

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

- Develop mathematical knowledge, understanding and vocabulary.
- Name and describe 2D and 3D 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.

- 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.

- 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"> <li>• Speaking in fuller sentences.</li> <li>• Asking and answering questions.</li> <li>• Learning and using new vocabulary.</li> <li>• Engage in story time, listening to and retelling stories we have heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build an extended vocabulary learning and using new words confidently in range of situations.</li> <li>• Speak in sentences which make sense joining events and ideas with a range of connectives.</li> <li>• Ask and answer questions.</li> <li>• Give more detailed information when describing events.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use new vocabulary, describe events in greater detail in the correct tense.</li> <li>• Connect ideas using a range of connectives in conversation.</li> <li>• Retell stories using words from the text and in our own words.</li> <li>• Engage and talk about non-fiction texts with new knowledge and vocabulary.</li> <li>• Use talk to explain why and how things happened.</li> <li>• Hold conversation engaging well with others.</li> <li>• Listen carefully and respond with questions in a range of situations.</li> </ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Making friends and building constructive friendships.</li> <li>• Talk about how we are feeling and begin to moderate our own feelings.</li> <li>• Learning new rules / environment / routines.</li> <li>• Know what healthy foods are and what makes a healthy diet.</li> <li>• Know about basic road safety.</li> <li>• Talk about my favourite foods, hobbies, and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and talk about the importance of a healthy lifestyle.</li> <li>• Understand that we are unique, special and important.</li> <li>• Show that we can be resilient and persevere.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage our own feelings and behaviour.</li> <li>• Tolerate delay and regulate our own behaviour.</li> <li>• Follow instructions involving several parts.</li> <li>• Focus attention on what is being said and when engaging in activities.</li> <li>• Develop confidence, resilience and perseverance.</li> <li>• Manage own hygiene and personal needs.</li> <li>• Form and maintain positive relationships with others.</li> <li>• Consider the thoughts, feelings and needs of others.</li> </ul>

Physical Development	<ul style="list-style-type: none"> <li>• Using scissors and pencils/mark making tools with increasing control and accuracy.</li> <li>• Managing zips, toileting and hand washing.</li> <li>• Using space effectively, developing a range of movements and ball skills</li> <li>• Move in time to music and follow a simple routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more confident when moving in a range of ways with increased skills, precision and agility.</li> <li>• Have increased body strength, balance and co-ordination.</li> <li>• Use a range of tools (including pencils for writing) with increased accuracy and competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Move in a range of ways with confidence and energy negotiating space safely.</li> <li>• Use tripod grip when handling pencils.</li> <li>• Draw pictures accurately and carefully.</li> <li>• Handle and use tools effectively.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Look at and draw my own maps of the school environment.</li> <li>• Talk about my journey to school and things I see along the way.</li> <li>• Describe features of my immediate environment and make observations of the natural world.</li> <li>• Name and learn about a range of traditions and cultures celebrated around the world.</li> <li>• Share my own experiences and celebrations.</li> <li>• Understand similarities and differences between different families/ religious and cultural communities.</li> <li>• Talk about my immediate family and my own life story. How have I changed?</li> <li>• Look at schools, homes and transport in the past and how they are different to now.</li> <li>• Share family traditions and how these have changed over time.</li> <li>• Look at simple changes to toys over time and compare old and new toys.</li> <li>• Observe the seasonal and weather changes I can see around me.</li> <li>• Show care and concern for autumn animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where different foods come from.</li> <li>• Look at and describe changes in weather and seasons we can see around us.</li> <li>• Looking at hot and cold places and comparing simple similarities and differences between them.</li> <li>• Sort and categorise animals in different ways.</li> <li>• Look at how foods, clothing and transport have changed over time by looking at photos / in books / talking to familiar adults.</li> <li>• Sorting adult and baby animals.</li> <li>• Investigate and describe different animal habitats from books we have reads in class and in our immediate environment.</li> <li>• Observe and describe changes in matter (freezing and melting).</li> <li>• Planting seeds and watching them grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the UK to another country.</li> <li>• Explore the natural world beyond where we live by looking at books and listening to stories from other countries.</li> <li>• Describe weather and seasonal changes I can see around me and changes I have noticed over time.</li> <li>• Share stories about people who are special to me and their role in society.</li> <li>• Describe roles of people in society and the contributions they make.</li> <li>• Describe how things have changed over time.</li> <li>• Know some similarities and differences between the natural world around us and contrasting environments.</li> <li>• Describe weather and seasonal changes and changes we can see around us.</li> </ul>

Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Painting and drawing pictures of ourselves, our families, pets and houses.</li> <li>• Drawing autumn animals and creating autumn art</li> <li>• Rockets, space and fireworks pictures.</li> <li>• Exploring colour mixing.</li> <li>• Expressing ourselves through role play and using puppets.</li> <li>• Creating objects using a variety of materials exploring joining techniques.</li> <li>• Learn and sing a range of songs including nursery rhymes and counting songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing different plants and animals with increased accuracy.</li> <li>• Creating winter art.</li> <li>• Making our own puppets and using these in role play and storytelling.</li> <li>• Learn and sing a range of songs.</li> <li>• Play instruments following a rhythm / beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and painting animals exploring colour and texture and with increasing accuracy and detail.</li> <li>• Explore music, dance and art expressing our feelings and responses.</li> <li>• Use tools correctly to create pieces of art.</li> <li>• Retell stories we have heard in class through role play, puppets, songs and drawings.</li> <li>• Sing a repertoire of songs with confidence.</li> <li>• Move in time to music and follow a simple rhythm.</li> </ul>
Music (Charanga Scheme_	<p><b>Me! My Stories</b></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Learning to sing or sing along with nursery rhymes and action songs.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Everyone Our World</b></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Learning to sing or sing along with nursery rhymes and action songs.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Singing and learning to play instruments within a song.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Big Bear Funk Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>• Listen and Appraise.</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</li> <li>• Sing and revisit nursery rhymes and action songs.</li> <li>• Play instruments within the song.</li> <li>• Improvisation using voices and instruments.</li> <li>• Riff-based composition.</li> <li>• Share and perform the learning that has taken place.</li> </ul>