

## 2022 2023 EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me!	Terrific tales	Amazing animals	Come outside!	Ticket to ride!	Fun at the seaside.
Featured texts	The colour monster Ruby's worry Monkey puzzle	The Jolly Postman Traditional tales - The three little pigs	The Very Hungry Caterpillar The Ugly Duckling.	Oliver's vegetables. Jack and the beanstalk.	The Snail and the Whale. The Man on the Moon.	The Lighthouse Keeper's Lunch. World atlas. Commotion in the Ocean.
Season	Autumn	Autumn / Winter	Winter	Spring	Spring/ Summer	Summer
Festivals	Harvest Time Diwali	Bonfire Night Remembrance Day Christmas Hannukah	Chinese New Year Lent	Easter	Eid Start of Ramadan	
Themes	Autumn Trail Birthdays Favourite Songs Autumn, Halloween What do I want to be when I grow up?	Nativity Black History Month Remembrance day Road Safety Children in Need People who help us visit	Story Telling Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day!	Planting seeds Weather experiments Nature Scavenger Hunt Mother's Day Science Week Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure King's coronation. Investigating another country from around the world.	Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Pirate Day Ice – Cream at the park

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

<p>Communication and Language</p> <p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions and assemblies.</p>	<p>To go to know each other and begin to make friends and communicate with peers and adults in school.</p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>To talk to each other and engage in play effectively.</p> <p>Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.</p>	<p>To listen to stories carefully. Begin to ask questions about things.</p> <p>Using language well Ask's how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk about what has happened. To recall what has happened in a story.</p> <p>Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>Talk about things which we like and try to explain why. Communicate effectively with peers.</p> <p>Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p>Share our own experiences of things we have done. Listen to a range of stories and talk about these.</p> <p>Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
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### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

<p>Personal, social and emotional development</p> <p>Self regulation, throughout the year, in understanding feelings and emotions.</p>	<p>Select resources to achieve their goals. Begin to build up friendships.</p> <p>Beginning to understanding feelings and emotions.</p> <p>Getting to know each other building bonds and relationships.</p>	<p>Play with a number of different peers. Understand how to look after ourselves and the importance of our own hygiene.</p> <p>Dental hygiene.</p> <p>The importance of fruit and vegetables, a healthy diet and exercise.</p> <p>Looking after ourselves.</p>	<p>Understand how people are different and sense of self and belonging to a community.</p> <p>Qualities and differences, understanding that everyone is different.</p> <p>Understanding our feelings and emotions.</p>	<p>To develop friendships and build bonds. Follow rules and understand the importance of this in keeping safe.</p> <p>Relationships, what makes a good friend?</p> <p>How can we look after ourselves and stay safe?</p> <p>Random acts of kindness.</p>	<p>Building confidence in new situations and when talking to new people.</p> <p>Looking after each other and taking turns.</p> <p>A healthy diet.</p> <p>What are our dreams and goals?</p> <p>Perseverance and resilience.</p>	<p>To take turns and share with peers. Have confidence in abilities and environment.</p> <p>Taking part in Sports day and the importance of winning and losing.</p> <p>Look how far I have come in the year.</p> <p>Focus on goals for next year.</p>
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### Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

<p>Physical development</p> <p>The classroom provision will always provide pupils will the opportunity to develop fine and gross motor skills. Daily sessions based on physical development, dance and movement, squiggle while you wiggle and doug disco to build muscles to aid physical development.</p>	<p>Making marks on different surfaces. Developing large skills through moving and climbing.</p> <p>Working on finding a dominant hand. Fine motor skills, threading, cutting and using scissors correctly. Building and moving on large equipment, balancing, climbing and jumping.</p>	<p>Exploring large paintbrush, pencils and pens to make marks. Developing large skills, moving, jumping, exploring.</p> <p>Beginning to develop pencil grip and scissors grip. Developing letter formation to write letters. Dance and movement. Exploring the large PE equipment to move, climb, balance and jump.</p>	<p>Begin to make snips with scissors and explore different sized tools. Balance bikes and scooters.</p> <p>Threading, weaving and cutting. Developing our pencil grip to form letters and numbers accurately. Dance, balancing and coordination skills, jumping and changing direction.</p>	<p>Becoming independent with putting on clothes and coats, zips and buttons. Decided the best way to move around equipment. Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Ball skills, throwing and catching large and smaller balls.</p>	<p>Show preference for a dominant hand when using pencils, scissors and paintbrushes. Develop co-ordination and movements.</p> <p>Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle. Dance, putting together movements in a sequence.</p>	<p>Show preference for a dominant hand when using pencils, scissors and paintbrushes. Develop skills when running, jumping, skippin and balance. Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable. Athletics and sports day, running, jumping, skipping. Having control of movements.</p>
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<p style="text-align: center;"><b>Literacy</b></p> <p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>						
<p>Literacy</p> <p>Nursery Phonics - Phase 1</p> <p>Reception phonics - RWI</p>	<p>Understand that print has meaning and to listen to and enjoys books.</p> <p>RWI - Set 1 sounds</p> <p>Oral blending of words. Form the letters of the sounds which they have learnt so far accurately. To able to write the initial sounds which make up some of the words. Write names accurately and know the letters which make up a name.</p>	<p>Understand rhyme and be able to hear this is words. Show an enjoyment for books and stories.</p> <p>RWI - Set 1 sounds</p> <p>Developing blending and reading of CVC words. Accurately form all of the letters which they have learnt so far. Begin to write some CVC words identifying the initial sounds and sounds which make up the words.</p>	<p>Use vocabulary from stories or the environment in everyday speech.</p> <p>RWI - Set 1 sounds and special friends</p> <p>Blending and reading of CVC words to begin to read ditties. Learn red words. Identify the letters which make the special friends and write these. Build their skills in writing CVC words and identify all of the sounds which make up these words. Begin to learn how to write capital letters.</p>	<p>Write their names and begin to make meaningful marks to make lists or write.</p> <p>RWI - Set 1 sounds and addition digraphs. Developing blending skills to read longer words. Learn red words. Read simple sentences and phrases. Re-read books to build confidence. Write longer words, using Fred Fingers spelling. Begin to write simple sentences. Confidently write capital letters.</p>	<p>Nursery phonics unit of RWI</p> <p>Discuss stories and show an interest and love for reading.</p> <p>RWI - Review of set 1 sounds and beginning to learn set 2 sounds. Identifying set 2 sounds in words and reading words. Learn red words. Read simple sentences and phrases. Write words using phonics skills. Write simple sentences which flow using the phonics skills which the children have learnt. Use capital letters and full stops in sentences.</p>	<p>Nursery phonics unit of RWI</p> <p>Build on writing skills and be able to write names.</p> <p>RWI - Review of set 1 sounds and beginning to learn set 2 sounds. Building confidence in the reading of words and identifying the sounds. Learn red words. Read sentences. To explore and write in a number of different genres, writing sentences and showing confidence in their writing abilities. Use capital letters and full stops in sentences. To re-read their writing back and aloud to check that it makes sense.</p>

## Maths

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Maths	<p>Transition activities Number one Exploring shape Comparing size.</p> <p>Mastering number: Subitising 4 Counting to five with accuracy. Composition of numbers. Subitising 3 and 4 Comparing amounts</p> <p>Sorting objects. Making patterns and exploring repeated patterns.</p>	<p>Number 2 Making patterns Comparing size Number 3 Exploring shapes.</p> <p>Mastering number: Counting, ordinality and cardinality Comparing numbers Composition of numbers - parts and wholes. Composition and decomposition of 3,4 and 5. Counting, ordinality and cardinality.</p> <p>Exploring shapes: Triangles, squares and circles.</p>	<p>Number 4 Shapes odd one out Number 5 Copying patterns Matching patterns.</p> <p>Mastering number: Subitising 1-5 Counting ordinality and cardinality Composition of 5 and partitioning. Composition of 6. Comparison of quantities.</p> <p>Heavier and lighter Exploring the days of the week and lengths of time.</p>	<p>Begin to match number patterns. Shapes finding shapes Counting objects. Exploring capacity, full, empty.</p> <p>Mastering number: Exploring the structure of 6, 7 and 8. Sort odd and even number according to their shape. Counting, ordinality and cardinality. Order numbers and play track games.</p> <p>Explore capacity and measures. Exploring 3D shapes. Patterns</p>	<p>Begin to count up to 3 and 4 objects. Explore shape in the environment. Begin to understand tall and short.</p> <p>Mastering number: Counting, ordinality and cardinality. Exploring the tens frame. Exploring doubles in the tens frame. Comparison of numbers.</p> <p>Spatial reasoning Match rotate and manipulate.</p>	<p>Recite numbers 1 - 5 Begin to compare numbers. Explore heavier and lighter and compare amounts. Transition to Reception maths. Mastering number: Develop a sense of magnitude. Comparison Finding one more and one less Subitising Beginning to use the rekenrek.</p> <p>Odd and even Visualise and build Understanding shapes</p>
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### Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the world	<p>To talk about our families. To be confident in knowing where things are in the school.</p> <p>To identify fruits and vegetables.</p> <p>All about us, what is a family? Who is in my family? What is my home like?</p> <p>Understanding people in school and navigating around school grounds.</p> <p>Autumn walk and leaf hunt, what happens during Autumn.</p> <p>Healthy eating, chopping and tasting fruits and vegetables.</p> <p>Exploring Diwali and the celebration, understanding that people are different.</p>	<p>Add to map and be able to identify verbally where things are.</p> <p>Start to identify how we have changed.</p> <p>Begin to understand how we are different.</p> <p>Exploring maps and getting to know the school grounds, school walks and drawing maps.</p> <p>Exploring the past, what did we look like as babies? What did our parents look like as children? Is this the same?</p> <p>Exploring materials, the three little pig houses. Dental hygiene the importance of keeping our teeth healthy.</p> <p>Understanding that people are different and have different beliefs. Remembrance day and Christmas and the importance of this.</p>	<p>Identify key places in our local area.</p> <p>Talk about the clothes we wear.</p> <p>Name animals and identify where they live.</p> <p>Exploring our homes and local area. Walking around Leconfield, What does our local community have?</p> <p>Exploring the clothes we wear at different times of the year. Why do we need to change our clothes? Links to seasonal changes.</p> <p>Animals and humans, what are the differences between animals and humans? Can we name some animals? Where do some animals live?</p> <p>Understanding special places in different religions. Visit to the church .The start of Lent.</p>	<p>Identify types of weather. Begin to understand times of the day.</p> <p>Plant seeds and care for plants.</p> <p>Exploring the weather, what do we know about different types of weather? Is the weather the same everywhere?</p> <p>Different times of the day, understanding time language and how this can be transferred to the past.</p> <p>Planting seeds and watching what happens when seeds and flowers grow. Exploring Spring and what this means.</p> <p>Understanding special people in religions. Meeting the vicar and asking questions.</p> <p>Easter and what this means to Christians</p>	<p>To know that we live in one country and there are other places. To talk about holidays. To know what a birthday is.</p> <p>Explore materials and what happens with materials.</p> <p>Exploring the world. Where have we been in the world? Exploring different countries in the world. How would we travel around the world.?</p> <p>Our favourite celebrations of the year. Exploring our birthdays and what birthdays mean to us.</p> <p>Materials, exploring materials to make a boat, waterproof, exploring what we need to do to complete this.</p> <p>Understanding special books and artefacts in religions.</p> <p>Eid Start of Ramadan</p>	<p>To know that some places are hot and some are cold. Explain what might have happened in the past. To know the differences between trees and flowers.</p> <p>Exploring the world. What is the weather like around the world? Hot countries and cold countries? Exploring Africa.</p> <p>What did we do last term? What have we done over the year? How far have we come this year?</p> <p>Identifying different trees and plants around school. Exploring the season of Summer and what this means.</p> <p>Telling stories from different religions and exploring faith.</p>
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### Expressive Arts and Design

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Expressive arts and design.	<p>Mark making in different ways with different sized brushes.</p> <p>Beginning to learn a repertoire of songs and nursery rhymes.</p> <p>Mark making with wax crayons, felt tips, chalk and pencils.</p> <p>Creating self portraits.</p> <p>Creating hedgehog shelters using boxes and wooden construction.</p> <p>Learn a number of nursery rhymes and songs and perform these together. Explore instruments and the sounds which they make.</p>	<p>Mark making in different ways with different sized brushes.</p> <p>Beginning to learn a repertoire of songs and nursery rhymes.</p> <p>Making nature wreaths.</p> <p>Making threaded snowflakes.</p> <p>Making salt dough decorations.</p> <p>Making vegetable soup.</p> <p>Learn the songs in preparation for the Christmas production and perform these in front of an audience.</p> <p>Explore instruments and why they make different sounds.</p>	<p>Use a range of materials to explore and make marks.</p> <p>To begin to look at paints and exploring painting with fingers and different equipment.</p> <p>Respond to different pieces of music.</p> <p>Exploring paints in different ways. Mix colours to create new colours.</p> <p>Exploring the art work of Megan Coyle and creating work inspired by this.</p> <p>Weaving skills to create bookmarks.</p> <p>Listen and respond to different styles of music.</p>	<p>Sculpt and create using the playdough and clay.</p> <p>To listen to and respond to music moving in different ways.</p> <p>Sculpt and create using playdough and clay.</p> <p>Designing and painting animal sculptures.</p> <p>Easter egg threading.</p> <p>Easter egg decorations.</p> <p>Listen to and respond to different types of music and be able to play the instruments in time with the music.</p>	<p>Weave large equipment and look at the patterns we make.</p> <p>Explore the sounds which the instruments make.</p> <p>Developing cutting and threading skills.</p> <p>Joining materials in different ways. Creating sun catchers.</p> <p>Making boats and understanding materials which we could use to complete this.</p> <p>Play instruments along with a song. To improvise with music and the beat of music.</p>	<p>Mix paints and colours to create different colours.</p> <p>Explore joining in different ways and junk modelling.</p> <p>To sing and build confidence in exploring songs.</p> <p>Creating flower pictures using small paper.</p> <p>Exploring the art work of Kandinsky and his circles.</p> <p>Painting with salt.</p> <p>Making a rainbow salad.</p> <p>To sing and perform songs which we enjoy.</p> <p>To compose a simple piece of music using the instruments.</p>
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