

## EYFS Curriculum Overview/Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry questions</b>	Why do you love me so much? Will you read me a story about dragons or mermaids?	Why do leaves go crispy? Why do squirrels hide their nuts?	Why can't I have chocolate for breakfast? Can we explore it?	Are eggs alive? Why don't snakes have legs?	Are we there yet? How many colours in a rainbow?	How many pebbles on the beach? What is that sound?
<b>Focus topics</b>	Starting school My new class How I have changed New friends My family Only one you Sharing stories – finding our interests	Autumn changes – seasons Animals in the forest -hibernation	Heathy eating Winter Space Darkness Nocturnal animals The world	Growing – plants/animals/us! Mini beasts Pets Life cycles Parents jobs in community – what will I do when I grow up?	Near and far Buildings Transport Shadows Light Mondrian Art	Listening /instruments Sinking/floating Rock pools/oceans Materials Sun safety
<b>Key events</b>	Birthdays Harvest	Remembrance Day Halloween Bonfire night Divalli Christmas activities Christmas trip Nativity play	Chinese new year Shrove Tuesday Valentine's Day	World book day Mother's day Easter	Ramadan -Eid	Transition Sports day Class summer trip
<b>Key texts</b> <b>Nonfiction texts selected from box</b> <b>Poetry</b>	Only one you The Rainbow Fish The Selfish Crocodile There's a Dragon in your Book How to Catch a Dragon Zog The Singing Mermaid	Room on the Broom Funny Bones Percy the park Keeper Bonfire Poems – Enid Blyton Leaf Trouble Autumn fact books Sparks in the Sky (twinkl)	Don't Hog the Hedge(twinkl) Owl Babies The owl who is Afraid of the Dark The chocolate Monster The Love Monster How chocolate is made Whatever next How to Catch a star The Way Back Home	Carrot Club (twinkl) What the Ladybird Heard on Holiday Easter fact Books The Hungary caterpillar Frog facts What the ladybird Heard Six dinner Sid	Up and Down – Oliver Jeffers The train Ride Iggy Peck Architect Journey Lost and Found The Naughty Bus Facts about light sources Handa's Surprise	Peace at Last What the Ladybird Heard at the Seaside Commotion in the Ocean Share a shell A House for Hermit Crab

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<p><b>Literacy/Communication &amp; Language Comprehension</b></p>	<p>Oliver’s vegetables The Little Red Hen</p> <p><b>Listening to stories</b> Joining in, singing songs and rhymes. Using illustrations to tell stories and print recognition. Reading left to right patterns and top to bottom. Sequencing through pictures. Initial sounds and name writing. Engaging in conversations and learning new vocabulary.</p>	<p><b>Beginning to retell stories</b> Retell stories through role play/acting. Use story maps and begin sequencing beginning, middle and end. Use actions and story maps to retell stories. Enjoy a variety of books.</p>	<p>The Run Away Pancake</p> <p><b>Retelling stories with newly introduced vocabulary</b> Make up own stories, talk about main character. Record stories through drawing. Use LW group reading to promote reading for comprehension. Use new vocabulary in stories.</p>	<p>The Tiger who came to tea The Seed Jasper’s Beanstalk</p> <p><b>Building fluency and understanding</b> Read and reread books (LW) to build confidence in word reading, fluency and enjoyment with understanding. Develop narratives and explanations connecting ideas or events.</p>	<p><b>Explaining the stories they have listened to or have read by themselves</b> Retell with actions as part of a group. Use story language Draw characters and settings, using labels, captions or sentences.</p>	<p><b>Demonstrate understanding by retelling stories using their own words and new vocabulary</b> Can draw pictures to explain a story. Listen accurately to stories. Make predictions. Respond with relevant comments and questions. Understand fiction and non-fiction. Know book features – blurb, front and back cover, author, title and illustrator.</p>
<p><b>Nursery</b></p>	<p>Listening to and reading stories which are both fiction and non-fiction including poems and rhymes. Using role play, singing and actions to support learning and engagement.</p>					
<p><b>Word Reading</b></p>	<p><b>Little Wandle phase 2 graphemes</b> (s a t p i n m d g o c k ck e u r h b f l) and tricky words (the l is)</p>	<p><b>Phase 2 graphemes</b> (ff ll ss j v w x y z zz qu ch sh th ng nk) • words with –s /s/ added at the end (hats sits) • words ending in s</p>	<p><b>Phase 3 Graphemes</b> (ai ee igh oa oo oo ar or ur ow oi ear air er) • words with double letters • Tricky words (longer words was you they my by all are sure pure)</p>	<p><b>Review Phase 3</b> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words •</p>	<p><b>Phase 4</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words •</p>	<p><b>Phase 4 Graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed</p>

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		/z/ (his) and with -s /z/ added at the end (bags sings) Tricky words - (put* pull* full* as and has his her go no to into she push* he of we me be)		words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end. Tricky words Review all taught so far	words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est Tricky words  (said so have like some come love do were here little says there when what one out today)	/t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words Tricky words - Review all taught so far
<b>Nursery – LW Foundations</b>	<b>Rhyme Time</b>	<b>SATPINM</b>	<b>DGOCKE</b>	<b>URHBFL</b>	<b>JVWYZ Qu Ch</b>	<b>CK X Sh th ng nk</b>
<b>Writing</b>	<b>Representing name and initial letter sounds</b> Dominant hand, tripod grip, meaning to marks and labelling. Writing initial sounds to label or write messages. Practise letter formation.	<b>Writing CVC words</b> Story/news scribing and tracing/copying. Sequencing stories. Letter formation.	<b>Caption writing</b> Copy writing/guided writing based around developing sentences in a meaningful context. Practise writing tricky words and CVC words. Practise letter formation.	<b>Begin to write simple sentences holding information in head.</b> Write captions and labels in both fiction and non-fiction contexts. Write sentences in news writing using own ideas and encoding skills. Practise letter formation.	<b>Writing simple sentences</b> Writing for a purpose with phonetically plausible attempts at words. Form upper and lower case letters correctly. Think of rhyming words on poetry. Write two sentences.	<b>Writing sentences and phrases that can be read by others</b> Use tricky words which are spelled correctly. Begin to use full stops, capital letters and finger spaces. Write about and label characters. Write a sentence for beginning middle and end of story using familiar texts read to them.
<b>Nursery</b>	Mark making in a variety of ways using various mediums on both large and small scale.					
<b>Talk for Writing</b>						
<b>Year A Texts</b>	<b>You Choose</b>	<b>Brown bear Brown bear what do you see?</b>	<b>Rosie’s Walk</b>	<b>Jaspers Beanstalk</b>	<b>We’re going on a bear hunt</b>	<b>On the way home</b>

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<b>Year A Model texts</b>	<i>Story Language</i>	<b>Mr Wiggle and Mr Waggle</b> <i>Description</i>	<b>Little Red Hen</b> Story Language	<i>Description</i>	<b>Rainbow Princess</b> <i>Description (setting)</i>	<b>The Sheep and the Goat</b> <i>Story language</i>
<b>Year B Texts</b>	<b>Owl babies</b>	<b>Hug</b>	<b>Handa's Surprise</b>	<b>Gruffalo</b>	<b>The Hungry Caterpillar</b>	<b>Six Dinner Sid</b>
<b>Year B Model texts</b>	<i>Story Language</i>	<b>The Baby Mouse</b> <i>Description</i>	<i>Description</i>	<b>Take a walk Little Bear</b> <i>Story Language</i>	<i>Story Language</i>	<b>A Mouse called Maisy</b> <i>Story Language</i> <i>Description</i>
<b>Maths</b> <b>White Rose Maths</b>	Getting to know you Match, sort and compare amounts. Compare size, mass and capacity. Explore pattern	Representing and comparing 123. Composition of 123 Circles, triangles and positional language. Representing numbers to 5 One more and one less Shapes with 4 sides and time	Introducing zero Comparing numbers to 5 Composition of 4&5 Compare mass and capacity (2) 67&8 combining two amounts Making pairs Length height and time	Counting 9&10 Comparing numbers to 10 Bonds to ten 3D shapes Spatial awareness patterns	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1 Match, rotate, manipulate Adding more, taking away Spatial reasoning 2 – compose and decompose	Doubling, sharing, grouping even and odd Spatial reasoning (3) Visualise and build Deepening understanding, patterns and relationships Spatial reasoning (4) mapping
<b>Nursery</b> <b>White Rose (preschool)</b> <i>Daily skills taught throughout the day</i>	Colours Sorting Pattern	Size Counting Principles Comparing	Number 1 Number 2 Number 3	Number 4 Number 5 Number 6	Shapes My day Length and height	Weight Capacity Positional Language
<b>Physical Development</b>	<b>Fine Motor</b> Dough activities Daily name writing Threading, cutting, weaving Finger gym activities Discover dominant hand	<b>Fine Motor</b> Daily name/CVC writing activities Threading, cutting, weaving Finger gym activities Use tools to effect changes to materials.	<b>Fine Motor</b> Daily name/CVC writing activities Threading, cutting, weaving Finger gym activities Handle tools and malleable materials with growing control	<b>Fine Motor</b> Daily name/CVC writing activities Threading, cutting, weaving Finger gym activities Hold pencil effectively with comfortable grip and	<b>Fine Motor</b> Daily name/CVC/sentence writing activities Threading, cutting, weaving Finger gym activities Use one hand for fine motor tasks	<b>Fine Motor</b> Daily name/CVC/sentence writing activities Threading, cutting, weaving Finger gym activities Draw recognisable pictures and build

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	<p>Draw lines and circles Hold a pencil and paint brush beyond whole hand grasp Encourage tripod grip</p>	<p>Model correct letter formation</p>	<p>Encourage drawing freely Cutting with scissors Zips/buttons on coats</p>	<p>form recognisable letters</p>	<p>Cut along a straight and curved line Draw a cross</p>	<p>recognisable models Use cutlery</p>
	<p><b>Gross Motor and GET SET for PE scheme.</b> <b>Fundamentals:</b> Climbing on and exploring equipment and ride on toys. Explore running and changing direction, balancing while stationary and on the move. Jumping – taking off and landing safely. Explore hopping and skipping.</p>	<p><b>Gross Motor and GET SET for PE scheme.</b> <b>Ball skills:</b> Two wheeled pedal bikes. Balance, sit, ride, push and pull. Sending – both hands and feet. Catching to self and partner. Tracking to stop a ball with hands and feet. Dribbling – dropping and catching two hands and moving a ball with feet.</p>	<p><b>Gross Motor and GET SET for PE scheme.</b> <b>Gymnastics:</b> Moving to music. Shapes – wide narrow straight and curved. Balance – explore shapes in stillness. Rolls – explore rocking and rolling. Jumps – jump safely.</p>	<p><b>Gross Motor and GET SET for PE scheme.</b> <b>Dance:</b> Copy basic actions and rhythms. Dynamics – explore actions in response to music and an idea. Space – begin to explore pathways and the space around me and in relation to others. Perform short phrases of movement in front of others.</p>	<p><b>Gross Motor and GET SET for PE scheme.</b> <b>Games:</b> Explore throwing and catching using a variety of equipment. Explore hitting and pushing a ball with a racket. Explore sending and tracking a ball with a partner. Explore changing direction – running and stopping.</p>	<p><b>Gross Motor and GET SET for PE scheme.</b> <b>Sports day prep:</b> Use and practise all skills learnt to take part in team games.</p>
<p><b>Understanding the World</b></p>	<p><b>Past and Present</b> Me and my family – talk about family and familiar people. Places they know and have been to. Talk about</p>	<p><b>Past and Present</b> Current and past celebrations. The weather yesterday and today.</p>	<p><b>Past and Present</b> The history of chocolate. Neil Armstrong the astronaut Shrove Tuesday – the history of the bible</p>	<p><b>Past and Present</b> Growing of living things – where we started and where we are now. What our parents and grandparents</p>	<p><b>Past and Present</b> Looking at old buildings, materials and transport.</p>	<p><b>Past and Present</b> Changing technology of sound. How the world/beaches have changed –</p>



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	Sing familiar songs, learn harvest songs, role play and small world	Christmas songs and nativity, role play and small world	Winter songs and poetry, winter role play and small world	Easter songs and small world around animals/mini beasts	Summer songs for nursery graduation	Summer songs for nursery graduation
<b>Charanga Music</b>						
<b>PSE/PSHE/SMSC 1 Decision EYFS</b>	Pink goes to school Pink Misses Mummy Orange brushes her teeth Red visits the dentist Blue learns to Share Blue's indoor voice	Yellow learns about germs Green's greens Blue learns to share Why does Purple play differently Blues Best friend				
<b>RE (Reception only)</b>	Unit 1 Why is the word God so important to Christians? <b>Concept</b> – <i>Creator, creation</i>	Unit 2 Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians? <b>Concept</b> - <i>Incarnation</i>	Unit 3 Being special – where do we belong? <b>Concept</b> – <i>Belonging, family, forgiveness and fairness</i> <i>Thematic</i>	Unit 4 Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? <b>Concept</b> - <i>Salvation</i>	Unit 5 Which places are special and why? <b>Concept</b> – <i>churches, mosques, gatherings, ceremonies, celebrations</i>	Unit 6 Which stories are special and why? <b>Concept</b> – <i>Bible, Torah, Qur'an</i>

Characteristics of Effective Learning	<p><b>Playing and exploring:</b> -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
Over Arching Principles	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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	<p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>
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### 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, storytelling 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.

### 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.

### Physical Development



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Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>6</sup>. 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.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics**

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 6Guidance on physical activity from the Chief Medical Officer is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>. 10 adults and peers about what they notice and not be afraid to make mistakes.

### **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

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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.

### **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. Early Learning Goals 1.7 The level of development children should be expected to have reached by the end of