

EYFS Curriculum Overview/Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry questions	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?
Focus topics	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
Key events	Birthdays Harvest	Remembrance Day Halloween Bonfire night Divalli Christmas	Chinese new year Shrove Tuesday Valentine's Day	World book day Mother's day Easter Queen's birthday	Class trip	Transition Sports day
Key texts	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 Oliver's vegetables The Little Red Hen	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 The Run Away Pancake Books about Winter	Carrot Club (twinkl) What the Ladybird Heard on Holiday Easter fact Books The Hungary caterpillar Frog facts What the ladybird Heard Six dinner Sid The Tiger who came to tea The Seed Jasper's Beanstalk	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>Literacy/Communication & Language Comprehension</p>	<p>Listening to stories 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>Beginning to retell stories 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>Retelling stories with newly introduced vocabulary 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>Building fluency and understanding 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>Explaining the stories they have listened to or have read by themselves Retell with actions as part of a group. Use story language Draw characters and settings, using labels, captions or sentences.</p>	<p>Demonstrate understanding by retelling stories using their own words and new vocabulary 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>Word Reading</p>	<p>Little Wandle phase 2 graphemes (s a t p i n m d g o c k ck e u r h b f l) and tricky words (the I is)</p>	<p>Phase 2 graphemes (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 /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</p>	<p>Phase 3 Graphemes (ai ee igh oa oo or 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>Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end. Tricky words</p>	<p>Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words (said so have like some come love do were here)</p>	<p>Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Tricky</p>

EYFS Curriculum Overview/Long Term Plan

		into she push* he of we me be)		Review all taught so far	little says there when what one out today)	words - Review all taught so far
Writing	Representing name and initial letter sounds Dominant hand, tripod grip, meaning to marks and labelling. Writing initial sounds to label or write messages. Practise letter formation.	Writing CVC words Story/news scribing and tracing/copying. Sequencing stories. Letter formation.	Caption writing Copy writing/guided writing based around developing sentences in a meaningful context. Practise writing tricky words and CVC words. Practise letter formation.	Begin to write simple sentences holding information in head. 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.	Writing simple sentences 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.	Writing sentences and phrases that can be read by others 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.
Maths	White Rose Maths 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
Physical Development	Fine Motor Dough activities Daily name writing Threading, cutting, weaving Finger gym activities	Fine Motor Daily name/CVC writing activities Threading, cutting, weaving Finger gym activities	Fine Motor Daily name/CVC writing activities Threading, cutting, weaving Finger gym activities	Fine Motor Daily name/CVC writing activities Threading, cutting, weaving Finger gym activities	Fine Motor Daily name/CVC/sentence writing activities Threading, cutting, weaving	Fine Motor Daily name/CVC/sentence writing activities Threading, cutting, weaving

EYFS Curriculum Overview/Long Term Plan

	<p>Discover dominant hand Draw lines and circles Hold a pencil and paint brush beyond whole hand grasp Encourage tripod grip</p>	<p>Use tools to effect changes to materials. Model correct letter formation</p>	<p>Handle tools and malleable materials with growing control Encourage drawing freely Cutting with scissors Zips/buttons on coats</p>	<p>Hold pencil effectively with comfortable grip and form recognisable letters</p>	<p>Finger gym activities Use one hand for fine motor tasks Cut along a straight and curved line Draw a cross</p>	<p>Finger gym activities Draw recognisable pictures and build recognisable models Use cutlery</p>
	<p>Gross Motor and GET SET for PE scheme. Fundamentals: 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>Gross Motor and GET SET for PE scheme. Ball skills: 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>Gross Motor and GET SET for PE scheme. Gymnastics: Moving to music. Shapes – wide narrow straight and curved. Balance – explore shapes in stillness. Eolls – explore rocking and rolling. Jumps – jump safely.</p>	<p>Gross Motor and GET SET for PE scheme. Dance: 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>Gross Motor and GET SET for PE scheme. Games: 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>Gross Motor and GET SET for PE scheme. Sports day prep: Use and practise all skills learnt to take part in team games.</p>
<p>Understanding the World</p>	<p>Past and Present Me and my family – talk about family and familiar people. Places they know and have been to. Talk about school community and our role Look at fact and fiction – what is real</p>	<p>Past and Present Current and past celebrations. The weather yesterday and today. Why do we celebrate remembrance day?</p>	<p>Past and Present The history of chocolate. Neil Armstrong the astronaut Shrove Tuesday – the history of the bible</p>	<p>Past and Present Growing of living things – where we started and where we are now. What our parents and grandparents did in the past - as jobs.</p>	<p>Past and Present Looking at old buildings, materials and transport.</p>	<p>Past and Present Changing technology of sound. How the world/beaches have changed – protecting our world.</p>

EYFS Curriculum Overview/Long Term Plan

	and not real (dragons?)					
	People, Culture and Communities What is a family? How are we different? Where do we live? Greetings in other languages.	People, Culture and Communities Differences in celebrations between families, countries and faiths. Greetings in other languages.	People, Culture and Communities Differences in what we eat around the world. Maps Greetings in other languages.	People, Culture and Communities Our parent's jobs – roles in the community. The royal family – kings and queens. Why some people celebrate Easter. Greetings in other languages.	People, Culture and Communities French Artists Differences in buildings/transport around the world Handa's journey Describing local areas – our village Greetings in other languages.	People, Culture and Communities Instruments and music from around the world. Going on holiday – where did you go? Maps Greetings in other languages.
	The Natural World Our local area – what do we notice on the way to school? Where do we live? Harvest Festival – food from the land.	The Natural World Seasons and changes Leaf experiments Weather	The Natural World Seasons and changes Ice experiments Chocolate/heat/melting experiments Weather Cooking Animals at night	The Natural World Life cycles and growing Animals and their purpose in our world	The Natural World Exploring light, rainbows and shadows.	The Natural World Beaches and oceans Sounds and listening walks
EAD	Creating with Materials Self-portraits, use of paint and craft areas	Creating with Materials Autumn collage pictures, art work around celebrations, transient art	Creating with Materials Winter pictures and crafts	Creating with Materials Spring pictures related to growing and life cycles	Creating with Materials Rainbow art work, Mondrian Art – use of primary colours and colour mixing	Creating with Materials Transient art with beach materials
	Being Imaginative and Expressive Sing familiar songs, learn harvest songs,	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive Summer songs for nursery graduation	Being Imaginative and Expressive

EYFS Curriculum Overview/Long Term Plan

	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
PSE/PSHE/SMSC	How do I feel? - Exploring emotions (1) Who am I? Class/school rules – being responsible Healthy Food and oral health	Friendship (1), kindness, asking for help, screen safety, family Christmas pics	Helping at home, getting lost (strangers) Challenges – not giving up	Looking after a pet, friendships (2) (telling tales or asking for help?) bedtime routines and activities out of school	Changes and transitions Emotions (2)	Changes and transitions Emotions (2)
RE	Where do I belong? Why do we have harvest festivals?	What feelings can we talk about? Why do Christians celebrate the birth of Jesus?	How did Jesus affect some of the people he met?	How can we use our hands? Why do we talk about new Life at Easter?	Who helps us and Who do we help?	What are special clothes? (include Muslim families)
The nursery curriculum is adapted at their developmental level and using White Rose maths and Little Wandle for phonics at foundation level.						