**EYFS Curriculum Overview EYFS Curriculum linked to EYFS Framework/ development matters.**

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|  | **Autumn 1****7 weeks** | **Autumn 2****9 weeks** | **Spring 1****6 weeks** | **Spring 2****4 weeks** | **Summer 1****7 weeks** | **Summer 2****5 ½ weeks** |
| Characteristics of effective learning | **Characteristics of Effective Learning** **Playing and exploring:** - 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 **Active learning:** - 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.**Creating and thinking critically:** - 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.  |
| Over Arching Principles | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** 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. **Learning and Development:** 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. |
| Assessment opportunities  | Analyse Nursery AssessmentsBaseline data on entry National Baseline data by end of termSpeech AssessmentsPhonics Assessment Maths Assessment | Ongoing assessmentsBaseline analysis Pupil progress meetingsParents evening info EYFS team meetings In house moderation Midterm AssessmentsSpeech AssessmentPhonics AssessmentMaths Assessment | Ongoing assessmentsEYFS team meetings Phase meeting and internal moderations Speech AssessmentPhonics AssessmentStart assessing against ‘Reception will be learning to’ statements rather than ¾ year olds.Maths Assessment | Ongoing assessmentsEYFS team meetings Phase meeting and internal moderations Speech AssessmentPhonics AssessmentMaths Assessment | Ongoing assessmentsEYFS team meetings Phase meeting and internal moderations Speech AssessmentPhonics AssessmentMaths Assessment | Pupil progress meetingsParents evening info EYFS team meetings EOY data Speech AssessmentPhonics AssessmentMaths Assessment |
| ValuesAssembliesLink to British Values | **Mutual respect**We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.All cultures are learned, respected, and celebrated | **Rule of law**We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary | **Democracy**We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.   | **Individual liberty**We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different | **Mutual****Tolerance**Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  Mutual tolerance of those with different faiths and beliefs and for those without faith. | **Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.Fundamental British Values are not exclusive to being British and are shared by other democratic countries |
|  | **Autumn 1****All About Me** | **Autumn 2****Celebrations / People Who Help Us** | **Spring 1****Traditional Tales** | **Spring 2****Growing** | **Summer 1****All Around the World** | **Summer 2****Outdoor world and mini beasts** |
| General Themes\*subject to change to allow for children’s interests to be followed | Getting to know childrenStarting schoolMy new classNew beginningsMy familyWhat am I good at? | Nurses, Doctors, teachers, shop assistants, farmers, fire brigade etc. visitors!Road Safety Bonfire NightHalloweenDiwali RemembranceChristmas The Nativity practises.  | The gingerbread man, Jack and the bean stalk. Little red riding hood, Goldilocks and the three bears, The 3 little pigs. | Plants and flowersLife cyclesChicks and ButterfliesWhat happens in the spring? | Where in the world shall we go?Map WorkItaly, Kenya, Brazil, France, Japan, AntarcticaPost cardsAnimals around the worldDifferent climatesFood around the worldLooking at mapsTravel AgentsDifferent countries around the worldExploring culture  | Where do we live?Habitats. Mini beast hunt/identifyingMini beast artWhat happens in the summer?How do we care for living things and our environment? |
| Possible Texts (not limited to) | **Fiction**: Our Class is a Family, Elmer, Giraffes can’t dance, Rainbow Fish, funny bones, Supertato, Barbara Throws a Wobbler, You Choose, Super Duper You, The Colour Monster, Ravi’s Roar, Marvellous Me, Monkey Puzzle, In Every House In Every Street, We All Belong, It’s Ok to be Different, The Lion Inside.**Non-Fiction:** All About Families, All About Diversity, All About Feelings, The Great Big Book of Families, Why Should I Brush My Teeth, The Body Book.**Poetry**: If You’re Happy and You Know It, Heads, Shoulders, Knees and Toes, Tommy Thumb, Brush, Brush, Brush your teeth, Days of The Week, The Wheels on the Bus. | **Fiction:****Non-Fiction:**Christmas stories: Letter to Santa, Clause the nativity**Poetry:** Christmas poems. | **Traditional Tales:** Little red riding hood- Jack and the bean stalkGingerbread man | Jaspers bean stalk, Sam plants a sunflower, The tiny seedHungry caterpillar-Non- Fiction- books about plantsEaster story | **Fiction**- the hungry caterpillar, commotion in the ocean, the emperor’s egg, were sailing down the river Nile. **Non-fiction:** on safari, voices of the rainforest,**Poetry**- rhyming | GruffaloBear huntThe little beaverMr Gumpy outingMy Gumpy motor carPirate stories/ grandads islandPirates love underpants. How to be a pirate. |
| Wow moments-enrichment activities | Autumn TrailDentist visitSenses Day | Guy FawkesDiwali day. RemembranceNativityVisitors – Fire Brigade, Nurse, Musician. | Chinese New YearLentValentine’s dayInternet safety day | Planting seedsEaster timeMothers’ dayScience weekSenses Day | Building bug hotelsRamadan/Eid D-DayFood tasting | Road SafetyFather’s dayWorld environment day.Park visitSea-side |
| Over Arching principles**Characteristics of Effective Learning** COEL---------------------(EYFS framework)‘Learning through play’ | **Playing and exploring:** - 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 **Active learning:** - 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.**Creating and thinking critically:** - 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. **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** 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. **Learning and Development:** 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. ***PLAY:*** *We understand that children learn best when they are absorbed, interested and active.  We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’.*  |
| ***Prime area*****Communication and Language** | C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, and assemblies. |
| 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.** |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Communication and Language- Listening and attention** | Listening skills, respond to what they hear, ask questions, talk about what they hear, ask questions if unsure, Have back and forth conversation with adults and peers.  |
| **Communication and Language****Speaking** | Talk in small groups, share ideas, use new vocabulary, Talk about feelings in full sentences. Talk about experiences in full sentences, use past, present and future tenses, Use conjunctions |
| **Language development through daily story time.**  | 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. Modelling talk through daily routines, developing vocabulary, retelling stories, develop listening and responding to stories, following instructions, choose stories to develop vocabulary. Asking how and why questions,  Asking questions about stories to check understanding, describe events in a story, learn rhymes poems and songs, re-read familiar stories to develop story language, introducing time connectives, answer What and Where questions,  show and tell and weekend news sessions.  |
| **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.** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| My family and being uniqueClass Rule Rules and Routines Supporting children to build relationshipsEmotions Looking after ourselvesKapow Primary PSHE Focus:Self-regulation – My Feelings | Anti-bullying Understanding differences Respectful relationshipsRoad SafetyKapow Primary PSHE Focus:Building relationships: Special relationships | Getting on and falling out. How to deal with anger EmotionsSelf - Confidence Build constructive and respectful relationships.Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Dreams and goals Kapow Primary PSHE Focus:Managing self: Taking on Challenges | Managing feeling and emotionsWhat makes a good friendsActs of kindnessHow to stay calm.Taking turnsHealthy and unhealthy foodKapow Primary PSHE Focus:Self-regulation: Listening and following instructions  | Show resilience and perseverance in the face of challenge.Discuss why we take turns, wait politely, tidy up after ourselves and so on.Kapow Primary PSHE Focus:Building relationships: My family and friends | Keeping safeInternet safetyRoad safetyWinning and loosing -Sports day. Kapow Primary PSHE Focus:Managing self: My wellbeing  |
| **Physical development** | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. 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. |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Fine motor skills | Using small tools-plastic tweezers-Hammers and pinLearn to use scissorsDevelop tripod gripLearn how to hold paint brushLearn how to use a knife and forkDevelop drawing skills | Using small toolsLearn to use scissorsDevelop tripod gripLearn how to hold paint brushLearn how to use a knife and forkDevelop drawing skills | Using small toolsLearn to use scissorsDevelop tripod gripLearn how to hold paint brushLearn how to use a knife and forkDevelop drawing skills | Using small toolsLearn to use scissorsDevelop tripod gripLearn how to hold paint brushLearn how to use a knife and forkDevelop drawing skills | Using small toolsLearn to use scissorsDevelop tripod gripLearn how to hold paint brushLearn how to use a knife and forkDevelop drawing skills | Using small toolsLearn to use scissorsDevelop tripod gripLearn how to hold paint brushLearn how to use a knife and forkDevelop drawing skills |
| Gross motor skills PE PLANNING | Team games Negotiate spacesNegotiate obstaclesMove energetically- running, jumping, hopping, skipping, climbing | Team gamesNegotiate spacesNegotiate obstaclesDemonstrate coordinationMove energetically- running, jumping, hopping, skipping, climbing | Gymnastics / YogaclimbingDemonstrate strengthDemonstrate balanceDemonstrate coordination | DanceDemonstrate strengthDemonstrate balanceDemonstrate coordination | Ball skillsDemonstrate strengthDemonstrate balanceDemonstrate coordination | AthleticsMove energetically- running, jumping, hopping, skipping, climbing |
| **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). |
| **Topics from The Literacy Tree** | Autumn 1Outside Inside | Autumn 2Knowing Yourself | Spring 1Talents and Powers | Spring 2Sowing a Seed | Summer 1Strength of Mind | Summer 2Family and Friends  |
| **The Literacy Tree****(Suggest 2 texts per half term – flexibility on choice).** | **Where the Wild Things Are** – Own Version ‘Wild things’ narratives**Bringing the Rain to Kapiti Plain** – tourist information leaflets**Outcomes:**Labels, captions, oral retelling, developing a new character, simple explanations, call and response poems, descriptive posters | **Look Up!** – Non-chronological reports**I am Henry Finch** – Guidebooks: How to thinkThe Polar Express | The Magic Paintbrush – Julia Donaldson and Joel StewartLittle Red – Lynn Roberts | The Tiny Seed – Eric Carle I Will Not Ever Never Eat a Tomato – Lauren Child | My Shadow is Pink – Scott Stuart The Night Pirates – Pete Harris  | So Much – Trish CookeOi Frog! – Kes Gray |
| **Word Reading**Phonics – Little Wandle | Phase 2-S,a,t,p,i, n, M, d,,g,o,c,k,Tricky words:I, to, no, go, the, intoCv words | Phase 2Phonics-reading and writingS,a,t,p,i, n, M, d,,g,o,c,k,Ck, e, u, r. h. b. f. ff. l. ss, Tricky words:I, to, no, go, the, intoCv words-J,v,w,x,y,z,quCh,sh,th,ngStarted Phase 3 – brought forward due to high cohortAi,ee,igh,oa, | Phase 3 reading and writingOo, ar, or, ur, ow, oi,ear,air,er,-Tricky words reading and writing-He, she, We, me, be, was, my, you, they-Cvc words and short sentences | Phase 3 reading and writing-J,v,w,x,y,z,quCh,sh,th,ngAi,ee,igh,oa,Oo, ar, or, ur, ow, oi,ear,air,ure,er,-Tricky words reading and writing-He, she, We, me, be, was, my, you, they-Cvc words and short sentences | Phase 3/4 sounds reading and writing-Introduce phase 4 sounds. -Tricky words- reading and writing-So, do, have, like, some come, said, little, one-Reading and writing Cvcc w-Sentence writing-Tricky words | Phase 4 sounds reading and writing-Introduce phase 4 sounds. -Tricky words- reading and writing-So, do, have, like, some come, said, little, one-Reading and writing Cvcc w-Sentence writing-Tricky words |
| **Writing**1 piece of **independent** writing **each week** – based on the Literacy Text we have been studying Half termly assessments for pencil grip | Writing nameWrite recognisable lettersIdentify initial sounds in words, match to pictures Draw pictures/make marks they give meaning to | Writing nameWrite recognisable lettersSpell words identifying sounds | Writing nameSpell words identifying sounds | Writing nameSpell words identifying soundsWrite simple phrases that can be read by others. | Writing last nameWrite simple sentences that can be read by others.  | Writing last nameWrite sentences with finger spaces, capital letters and full stops.  |
| **Maths – White Rose Maths** **Lesson Daily** | 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. |
| **Topics – White Rose Maths** | Autumn 17 weeks | Autumn 29 weeks | Spring 16 weeks | Spring 24 weeks | Summer 17 weeks | Summer 25 ½ weeks |
| **Maths recorded in whole class floor book (since Spring 2 2024)**  | **Week 1/2** – Getting to Know you**Week 3/4** – Match, Sort and Compare**Week 5/6** – Talk about measure and patterns | **Week 1/2** – It’s me 1.2.3**Week 3** – Circles and Triangles**Week 4/5** – 1,2,3,4,5**Week 6** – Shapes with 4 sides**Week 7/8** – Alive in 5 | **Week 1** – Mass and capacity**Week 2/3** – Growing 6,7,8**Week 4/5** – Length, Height and Time**Week 6** – Building 9 and 10 | **Week 1/2** – Building 9 and 10**Week 3/4** – Explore 3-D Shapes | **Week 1/2** - To 20 and beyond**Week 3** – How many now?**Week 4/5** – Manipulate, compose and decompose **Week 6/7** – Sharing and Grouping | **Week 1/2/3** – Visualise, Build and Map**Week 4/5** – Make connections |
| **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. **Enrichment opportunities: Visit parks, Museums, People who help us visits, Manor farm** |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| ***Past and present*** | Changes in my living memory-siblings-moving home-getting petsInternet Safety | Events beyond my living memoryUsing age appropriate programmes | Coding | How I change as I have grownCodepillars | AnimalsFamous buildings around the world.Identifying types of technologyCoding | Old and current seasideCoding  |
| ***People, culture and communities*** | Parts of the bodyWhere I live- my house | People Who Help Us My local area- my village/ leicestershire | Around the UKEngland, Ireland, Scotland, Wales | Where does food come from?TreeUndergroundAbroadoceans | Learning about different environments  | The world comparison to another country |
| ***The Natural World*** | Exploring outside areas-visit woodland? | Forces | MaterialsChanging states of matter | The seasons Plants- how do plants grow?ObservationsDrawingsThe weather | The weather | Light and soundExplore the natural world. |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Religious Education****Daily Collective worship**  | HarvestHarvest performance | Diwali- activities dayNativity- learning story and performance | Chinese new yearBible stories | Easter storyEaster church serviceLent | Ramandan /Eid | New Beginnings and bible stories |
| **Expressive Art 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. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* |
| Autumn 1All About Me | Autumn 2Celebrations / People Who Help Us | Spring 1Traditional tales | Spring 2Growing | Summer 1The World Around Us | Summer 2The great outdoors |
| Portraits and colourSuper hero pictures. Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.Sing call-and-response songs, so that children can echo phrases of songs you sing.Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did | Listen to music and make their own dances in response.Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.Role Play Party’s and Celebrations Role Play of The Nativity  | Painting and junk modellingUse different textures and materials to make houses for the three little pigs and bridges for the Three Billy GoatsChildren will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masksMaking lanterns, Chinese writing, puppet making, Chinese music and composition | Drawing skillsMake different textures; make patterns using different coloursMother’s Day crafts Easter crafts Home Corner role play  | Clay workanimal picturesNatural materials artRole play with puppetsFathers day cards3d modellingEiffel towerPyramidsLondon models | LandscapesLearn a traditional song and dance and perform it / Encourage children to create their own music. Exploration of other countries – dressing up in different costumes.Retelling familiar stories Provide children with a range of materials for children to construct with |