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| EYFS curriculum overview FS1 |
| See individual overviews of each area for more detail |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enrichment Special days/ weeks/ events/ Trips Weekly Forest School  | New School Year Harvest Autumn | Bonfire Night Christmas/ Winter Fayre Remembrance Day Diwali Winter Black History Month - October World Science Day 10th Nov | Valentine’s Day Shrove Tuesday Chinese New Year New Year World Wildlife Day 3rd March | Easter Mother’s Day World Book Day Spring STEM Week National Park Week (18th – 26th April)  | Earth Day Eid SATS National Smile Month 18th May – | Sports Day Father’s Day Transition Summer Pirate Day  |
| Theme | Wonderful me! | Autumn Days | Winter Fun  | Terrific Tales | Come Outside | Oh I Do Like To Be Beside The Seaside |
| **COEL** | **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.  |
| **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.**  |
| Whole FS1 Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, T4W actions, productions weekly interventions. **Daily story time**  | Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Learn Nursery Rhyme a week Familiar Print Sharing facts about me! Mood Monsters Shared storiesAll about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”  | Settling in activities Develop vocabulary Tell me a story - retelling storiesStory language Word hunts Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary .Learn Nursery Rhyme a week  | Develop vocabulary through story. Story language. Ask questions to find out more and to check they understand what has been said to them. Model use of longer sentences of four to six wordsExpand on children’s phrasesListen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.  | Develop vocabulary through story 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 Learn rhymes, poems and songs.  | Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures Model future and past tense e.g .I went to the shop I am going to the park Learn rhymes, poems and songs.  | Look at questionsModel answering why questions. Use conjunctions like “because” “or” ‘and” Learn rhymes, poems and songs.  |
| **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.**  |
| **Managing Self** **Self - Regulation** **Building Relationships**PSED will be taught continuously throughout the day | **Transitions into school**Class Rule Rules and Routines Supporting children to build relationships**All About Me**(What do I look like?)World Mental Health Day Oct | **Homes and Families**(who lives in my house?)Anti-bullying weekCelebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios  | **Mental Health and Feelings**(How am I feeling? Managing my feelings)Children’s mental health weekHow to deal with anger EmotionsSelf - ConfidenceBuild 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.  | **Staying safe** (who can we go to for help?)Earth Day Internet safety daySt George’s DayShow resilience and perseverance in the face of challenge.Discuss why we take turns, wait politely, tidy up after ourselves and so on.  | **Looking after the environment and caring for living things**(How do things grow and change over time?) Random acts of Kindness Looking after pets Looking After our Planet  | **Physical exercise and healthy lifestyles**(How can we look after our bodies?)RSE DayTransitions into new classTaking part in sports day - Winning and loosing Changing meLook how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.  |
| **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.** |
| Gross Motor Daily opportunities for developing gross motor skills in Forest School and Outdoor ProvisionWeekly Yoga  | Fundamental Movement Skills Negotiate new school environment safely and confidently throughout a range of situations and activities. To jump, hop, throw, catch. | Rosies WalkTo jump and land appropriately Different ways of travelling: shuffling, running, jumping, skipping, sliding and hopping | Rumble in the JungleTo travel on hands and feet and roll in a variety of waysRock and Roll, Egg Roll, Teddy Roll, Pencil roll.To throw under and over arm.  | How to Catch a StarTo balance on small and large body shapes. To send a ball with increasing accuracy.To jump and land appropriately. To climb under, over and through climbing equipment.To practise throw overarm.  | Hungry Caterpillar To perform the basic skill of jumping. To travel in a variety of ways low to the ground, To travel over, under and through balance and climbing equipment. To balance on a range of body parts. To throw underarm. To roll in a variety of ways. | Seaside To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it.To perform a variety of gymnastic rolls. To underarm throw with accuracy. |
| Pre writing Skills Early Years | Upper body and core strength, crossing the midline, bilateral Coordination Hand and finger strength- hand eye coordination, visual perception skills, motor memory. Look at Pre Writing document.https://mrsunderwood.co.uk/prod uct/50-fine-motor-activity-ideas |
| Fine Motor Daily opportunities for developing fine motor skills in Indoor and Outdoor Provision | Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skillsDraw lines and circles using gross motor movementsHold pencil/paint brush  | Threading, cutting, weaving, playdough, Fine Motor activities. Begin to copy lines and shapes. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand  | Threading, cutting, weaving, playdough, Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. To copy lines and shapes. Hold pencil effectively with comfortable gripHolding Small Items / Button Clothing /Cutting with Scissors ( different scissors for different stages of development.  | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable shapes More  | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation Use one hand consistently for fine motor tasksCut along a straight line with scissors /Start to cut along a curved line, like a circle / Draw a cross  | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctlyCopy a squareBegin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a pictureStart to draw pictures that are recognisable /Build things with smaller linking blocks, such as Duplo or Lego  |
| 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)  |
| LiteracyLinked to the theme- plus a focus on reading, phonics and vocabularyTexts may change due to children’s interests. | Comprehension Regular sharing of books and discussions about the story Engage in story times.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction booksLearn new vocabulary Use new vocabulary through the dayLearn nursery rhymes, poems and songsUnderstand print has meaning and we read English text from left to right and top to bottom Print can have different purposesThe names of the different parts of the bookPage sequencing Word Reading Phase 1 phonics Look at logos and examples of print Writing Lots of opportunities for mark marking, shopping lists, cards , telephone conversations   |  Comprehension Regular sharing of books and discussions about the story Engage in story times.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction booksLearn new vocabulary Use new vocabulary through the dayLearn nursery rhymes, poems and songsUnderstand print has meaning and we read English text from left to right and top to bottomPrint can have different purposesThe names of the different parts of the bookPage sequencing  Word Reading Phase 1 phonics Look at logos and examples of print Writing Lots of opportunities for mark marking, shopping lists, cards , telephone conversations  | Comprehension Regular sharing of books and discussions about the story Engage in story times.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction booksLearn new vocabulary Use new vocabulary through the dayLearn nursery rhymes, poems and songsUnderstand print has meaning and we read English text from left to right and top to bottom Print can have different purposesThe names of the different parts of the bookPage sequencing Word Reading Phase 1 phonics Focus on blending and segmenting, clapping syllables.Look at logos and examples of print Writing Lots of opportunities for mark marking, beginning to write letters eg m for mummy  | Comprehension Regular sharing of books and discussions about the story Engage in story times.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction booksLearn new vocabulary Use new vocabulary through the dayLearn nursery rhymes, poems and songsUnderstand print has meaning and we read English text from left to right and top to bottom Print can have different purposesThe names of the different parts of the bookPage sequencing Word Reading Phase 1 phonics Focus on blending and segmenting, clapping syllables.Look at logos and examples of print Alliteration Writing Lots of opportunities for mark marking, beginning to write letters eg m for mummy and write name | Comprehension Regular sharing of books and discussions about the story Engage in story times.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction booksLearn new vocabulary Use new vocabulary through the dayLearn nursery rhymes, poems and songsUnderstand print has meaning and we read English text from left to right and top to bottom Print can have different purposesThe names of the different parts of the bookPage sequencing Word Reading Phase 1 phonics Focus on blending and segmenting, clapping syllables.Alliteration Writing Lots of opportunities for mark marking,beginning to write letters eg m for mummy and write name | Comprehension Regular sharing of books and discussions about the story Engage in story times.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction booksLearn new vocabulary Use new vocabulary through the dayLearn nursery rhymes, poems and songsUnderstand print has meaning and we read English text from left to right and top to bottom Print can have different purposesThe names of the different parts of the bookPage sequencing Word Reading Phase 1 phonics Focus on blending and segmenting, clapping syllables.Begin Phase 2 for children who are readyWriting Lots of opportunities for mark marking, beginning to write letters eg m for mummy and write name |
| MathsNursery Klips | 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 | Number- CountingRote counting past 5Counting objectsSay 1 number for each item up to 5Know the last number you count tells you how many there are in total. ( cardinal principle)  Fast Recognition of numbers up to 3 without having to count them ( subitising) Show me how many fingers 3/5/2/Number Recognition Recognise and identify numerals 1-3Link numerals to amountsShape Talk about and explore 2d and 3d shapesUsing mathematical vocabulary sides, corners, straightSort objects and say what features they have in common. SpaceUnderstand position words in. on , under, on top, next to Patterns around them. Stripes, spots etcMeasurementMake comparisons between objects relating to size ,length ( longer, shorter, wider) and height , weight ( heavier/lighter) and capacity (more/ less)Talk about significant times of the day home time, lunchtime bedtimeUnderstand language before, yesterday, tomorrow  | Number -CountingRote counting past 5Counting objectsSay 1 number for each item up to 5Know the last number you count tells you how many there are in total. ( cardinal principle)  Fast Recognition of numbers up to 3 without having to count them ( subitising)Number Recognition Recognise and identify numerals 1-3Show me how many fingers 3//2/Solve real world mathematical problems with numbers up to 5 Link numerals to amountsShape Talk about and explore 2d and 3d shapesUsing mathematical vocabulary sides, corners, straight Sort objects and say what features they have in common. SpaceUnderstand position words under, on top, next to without pointing.Patterns around them. Stripes, spots etcMeasurementMake comparisons between objects relating to size ,length ( longer, shorter, wider) and height , weight ( heavier/lighter) and capacity (more/ less)Understand we need money to pay for goods. | Number -CountingRote counting past 5 and back from 5 to 1 Recognise and identify numerals 0-5 Counting objectsSay 1 number for each item up to 5Compare quantities using language more than /fewer than Know the last number you count tells you how many there are in total. ( cardinal principle) Fast Recognition of numbers up to 3 without having to count them ( subitising)Show me how many fingers 3//2/5Solve real world mathematical problems with numbers up to 5 Number Recognition Recognise and identify numerals 1-5Link numerals to amountsPartition as et of objects in different ways. Experiment with their own symbols and marks as well as numerals Find 1 more and 1 less of a given number up to 5 In real life context add single 2 digit numbers totalling within 5 using practical equipment. SpaceExtend and create ABAB patterns Notice the error in a repeating pattern.MeasurementFind an object with similar, height, width, lengthTalk about different ways we can pay for things..Understand language before, yesterday ,tomorrow | Number -CountingRote counting past 5 and back from 5 to 1 Recognise and identify numerals 0-5 Counting objectsSay 1 number for each item up to 5Compare quantities using language more than /fewer than Know the last number you count tells you how many there are in total. 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SpaceExtend and create ABAB patterns Notice the error in a repeating pattern.MeasurementFind an object with similar, height, width, lengthTalk about different ways we can pay for things..Understand language before, yesterday ,tomorrow | Number -CountingRote counting 10 and back from 5 to 1 Understand and use conservation of number To use the word zero to represent noneCompare quantities using language “more than”” fewer than”Solve real world mathematical problems with numbers up to 5 Partition a set of objects in different ways and know that numbers greater than 1 can be made in different ways. Understand the concept of addition by practically combining sets of objects to find how many.Understand the concept of subtraction by practically removing one amount from within another to find out how many are left. SpaceDescribe a familiar routeDiscuss routes and locations , using words such as in front of and behind.Measurement Find an object with similar, height, width, length, weight Recognise that we use different coins and notesBegin to describe a sequence of events , real or fictional , using first, then Know some of the days of the week  | Number -CountingRote counting 10 and back from 5 to 1 Understand and use conservation of number To use the word zero to represent noneCompare quantities using language “more than”” fewer than”Solve real world mathematical problems with numbers up to 5 Partition a set of objects in different ways and know that numbers greater than 1 can be made in different ways. Understand the concept of addition by practically combining sets of objects to find how many.Understand the concept of subtraction by practically removing one amount from within another to find out how many are left. 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| Understanding of 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 of the WorldHistoryGeographyScienceTechnologyRE **Why are some things special?**Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness  | People and Communities focus-Cultures and Beliefs Diwali celebrations RE Why are some things special? (RE Unit)**Christianity** *KQ: Special times: How and why do we celebrate?*CelebrationsHarvestThemselves, their own families and significant people. Talk about being Special and how they are unique and special. Everyone is different.Historical Development All about Me Box The World focus- Working scientifically Facial features, hair colour Body Parts . Senses, Cooking activity Making PlaydoughTechnology focus- Ipad Cbeebies Story time  | People and Communities focus- Bonfire Night, Remembrance Christmas Posting a letter to FC RE**Christianity Hinduism***KQ: Special times: How and why do we celebrate?*CelebrationsChristmas, DiwaliHistorical Development Look at Old and new toys. How are they different? What are they made from? Which do children prefer?Old playground games.  The World focus- Working scientifically - season of Autumn discussing changes. Outdoor classroom weekly. Animals that hibernateExplore habitats, signs of AutumnCooking Activity Veg soupMagnets investigation The World- Geographical Development Seasons and weatherIntroduce Paddington and his postcards from around the world. Technology focus- On line safety | People and Communities – Chinese New Year, Pancake Day, Valentines Day RE**Christianity Islam***KQ: Special stories: Why are some stories special? What special messages can we learn from stories?*Stories from the BibleStory of The Night of Power and the Qur’an. Chinese New Year, Shrove Tuesday, Historical Development Sequencing stories and visual timetable. Working Scientifically Penguins, Pancake makingOutdoor classroom Ice investigation  The World- Geographical Development Seasons and weatherAntarcticaTechnology: Animal Safari.Introduce Purple Mash logging in  | People and Communities  RE **Christianity***KQ: Special times: How and why do we celebrate?* EasterEaster, Mother’s DayWorking ScientificallyBaking gingerbread menCan you build a house and can you blow it down?Can you make a waterproof house for the 3 Little Pigs?What materials would you use? Outdoor classroom early signs of spring The World- Geographical Development Seasons and weatherOutdoor Classroom Technology: Shape Hunt  | People and Communities  RE **Christianity Islam***KQ: Special Places: What is special about our world?*Our special worldThe Creation StoryStories about Mohammed (pbuh)EidTechnology- Robots ( Pirates) (algorithms)Working ScientificallyOutdoor Classroom : Looking closely at similarities and differences – observing and analysing plants and how the seasons changes our environment.What do plants need to grow? Water? Heat? Etc Grow herbs and make dips with them Life Cycles ButterfliesThe World- Geographical Development Seasons and weatherOutdoor Classroom Historical Development Famous Pirates  | People and Communities ; RE**Christianity Hinduism Islam***KQ: What buildings and places are special to different people?*ChurchMosqueMandirWorking ScientificallyOutdoor classroomSeasons and plantingLight and ShadowsDo plants they grow better in the dark or light ? float or sink experimentsThe World- Geographical Development Seasons and weatherOutdoor Classroom Countries of the world  Historical Development Holidays in the past Magic Grandad Victorian holidays |
| **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.  |
| EAAD (Art/DT)Links to themesSee Art and DT Long Term Plan *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.*  | Explore different materials freely, in order to develop their ideas about how to use them and what to make.Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures.Create closed shapes with continuous lines and begin to use these shapes to represent objects.Draw with increasing complexity and detail, such as representing a face with a circle and include detailsShow different emotions in their drawing and paintings eg happiness, sadness, fearUse drawing to represent ideas like movement or loud noises.Explore colour and colour mixing .Introduce different artists help them notice the features eg colour, movement , line. |
|  EAAD (Music ) | Listen with increased attention to soundsRespond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs and use their singing voice.Introduce pulse Create their own songs and compositionsPlay instruments with increasing control, naming some of them  |