



EYFS Curriculum Overview 2019 / 2020

Year group: EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<ul style="list-style-type: none"> Counting Ordering numbers Recognising numbers Number songs Matching numeral to quantity 1:1 counting Counting out from a larger number 	<ul style="list-style-type: none"> Simple addition and Subtraction Counting Ordering numbers Recognising numbers Number songs 2D shapes and properties 3D shapes and properties 	<ul style="list-style-type: none"> Addition and Subtraction Length and Height Weight Capacity Estimating 	<ul style="list-style-type: none"> Time Sequence events Money Addition and subtraction word problems Number bonds within 10 Recap 3D shapes 	<ul style="list-style-type: none"> Place Value Numbers beyond 20 Number bonds within 20 Doubling Halving Problem solving 	<ul style="list-style-type: none"> Place Value Numbers beyond 20 Number bonds within 20 Doubling Halving Problem solving Reasoning
English	<p>Captain Yellow Belly Preston Rutt</p> 	<p>Dinosaurs love underpants Clarie Freedman and Ben Cort</p> 	<p>The Gingerbread Man Mara Aplerin</p> 	<p>The Journey Home Emma Levey</p> 	<p>The Very Hungry Caterpillar Eric Carle</p> 	<p>Supertato Sue Hendra</p> 
Outcomes	<p>Outcome Oral retelling of story Draw images and write labels to represent the story</p>	<p>Outcome Oral retelling of story Draw images and write labels to represent the story</p>	<p>Outcome Retell/rewrite of the story</p>	<p>Outcome Retell/rewrite of the story</p>	<p>Outcome Retell/rewrite of the story</p>	<p>Outcome A wanted poster for Evil Pea with a character description</p>
	Development matters 40-60 months	Development matters 40-60 months	Development matters 40-60 months/ELG	ELG	ELG	ELG – supporting transition into year 1

<p>Writing</p>	<ul style="list-style-type: none"> • Marks being used to represent meaning • Begin to use identifiable letters when mark making • Hear initial sounds • Begin to write labels 	<ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Begin to break speech into words • Write labels and captions • Write CVC words 	<ul style="list-style-type: none"> • Write labels and captions • Break speech into words • Begin to write a simple sentence (using CVC words) • <i>Begin to write words with digraphs</i> 	<ul style="list-style-type: none"> • Write simple sentences (in meaningful contexts) • Use phonic knowledge to write words in ways that match spoken sounds • <i>Apply taught digraphs into writing</i> 	<ul style="list-style-type: none"> • Write simple sentences • Use phonic knowledge to write words in ways that match spoken sounds • Spell some common irregular words • <i>Apply taught digraphs and trigraphs into writing</i> • <i>Begin to write words with adjacent consonants</i> 	<ul style="list-style-type: none"> • Write simple sentences applying taught phonic sounds • Write phonetically plausible words • Spell some common irregular words • <i>Use key features of narrative in own writing (EXC)</i> • <i>Have an awareness of a capital letter and full stop when writing a</i>
<p>Reading</p>	<ul style="list-style-type: none"> • Hear and say initial sound in words • Link sounds to letters • Use vocabulary and forms of speech that are increasingly influenced by experiences of books 	<ul style="list-style-type: none"> • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together • Link sounds to letters • Begin to read words • Enjoy an increasing range of books 	<ul style="list-style-type: none"> • Begin to read simple sentences • Know the sounds for all the letters of the alphabet • <i>Know the sounds of some digraphs</i> 	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately • Read and understand simple sentences • Demonstrate understanding when talking to others about what has been read to them 	<ul style="list-style-type: none"> • Demonstrate understanding when talking to others about what they have read • Read some common irregular words • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read words with adjacent consonants 	<ul style="list-style-type: none"> • Read own written simple sentences out loud • Read and understand simple sentences with all taught graphemes • <i>Read words with adjacent consonants</i>
<p>Communication & Language</p>	<ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences in play • Introduce a storyline or narrative into play • Extend vocabulary, exploring the meaning and sounds of new words • Listen and respond to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences in play situations • Introduce a storyline or narrative into play • Explore the meaning and sounds of new words • Listen and respond to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> • Maintain attention, concentrates and sit quietly during appropriate activity • Answer how and why questions in response to stories • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Listen and respond to ideas expressed by others in conversation or discussion • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	<ul style="list-style-type: none"> • Develop narratives and explanations by connecting ideas or event. • Listen to stories, responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	<ul style="list-style-type: none"> • Develop narratives and explanations by connecting ideas or events • Answer how and why questions in response to stories • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	<ul style="list-style-type: none"> • Express themselves effectively when speaking • Develop narratives and explanations by connecting ideas or events • Answer how and why questions in response to stories • Listen to stories, accurately anticipating key events and responding with relevant comments, questions

	Agreed Additional Text: A Great Big Cuddle by Michael Rosen	Agreed Additional Text : A Great Big Cuddle by Michael Rosen Stickman by Julia Donaldson The Jolly Christmas Postman Oi Frog	Agreed Additional Text: Little Red Riding Hood The Three Little Pigs	Agreed Additional Text: Hattie Peck by Emma Levey Home by Carson Ellis The Way Back Home by Oliver Jeffers The Storm Whale by Benji Davies	Agreed Additional Text: A Great Big Cuddle by Michael Rosen Christopher's Caterpillars by Charlottle Moddleton Mad About Minibeasts by Giles Andreae	Agreed Additional Text: Even Superheroes have bad days by Shelley Becker Super Duck by Jez Alborough Supertato series
Class Author Study	Jill Murphy	Mick Inkpen	Nicola Davis – World Book Day Focus and Art Week	Marcus Pfister	Eric Carle	David McKee
Poetry Focus	Nursery rhymes and songs		Short rhyming poems		Shape poems	
Role Play Small World	Role Play: Home area/shop Small world: Pirates	Role Play: Vets Small world: Dinosaurs	Role Play: Police, fire station, doctors etc Small world: People who help us 77	Role Play: Shop Small world: Under the sea	Role Play: Mechanics/cafe/Ice cream parlour Small world: Minibeasts	Role Play: Mechanics/cafe/Ice cream parlour Small world: Minibeasts
Theme	Pirates Blue carpet learning - All about me	Dinosaurs Blue carpet learning - Autumn/winter, Christmas, bonfire night, Diwali	People who help us Blue carpet learning - spring, Chinese New Year	Under the sea Blue carpet learning - Growing, life cycles, planting, Easter	Minibeasts Blue carpet learning - Summer	Minibeasts Blue carpet learning - Transition
Educational Visits And Residential	Pirate day	Christmas Theatre Visit Autumn walk around school grounds Diwali celebration day - Bollywood dance workshop, food tasting etc	Visit from the police, firemen etc Chinese New Year celebration day - own clothes, food tasting etc	Chicks - hatching eggs Trip out to Blue an Aquarium Spring walk	Butterflies - life cycles Creepy Crawly Show visit	Transition week Butterflies - life cycles Tadpoles

<p>Science</p> <p>Ask simple questions and recognise that they can be answered in different ways; Observe carefully, using simple equipment; Identifying and classifying Using their observations and ideas to suggest answers to their questions; Gathering and recording data to help in answering questions.</p>	<p>Floating and sinking and make boats that will float. Which materials make the best ship?</p> <p>Mixing oil and water. Explore what happens and why.</p>	<p>Investigating the seasons and the changes in the weather. Why are there so many leaves on the ground?</p> <p>Dinosaur investigation - classification and sorting.</p>	<p>Investigate what would happen if the gingerbread man swam across the river. Thinking of different ways for the gingerbread man to cross safely.</p> <p>Investigate materials - link to The Three Little Pigs. Why didn't the brick house blow down?</p>	<p>Life cycle of a hen. Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of living things.</p> <p>Floating and sinking experiment - under the sea.</p> <p>Look at continents and oceans (geography link)</p>	<p>Life cycle of a butterfly Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of minibeads, habitats etc.</p>	<p>Growing - looking at light and dark - link to shadows. What do plants need to grow? Experiment with plants in the dark.</p> <p>Exploring magnets. What does magnetic mean?</p>
<p>Ongoing Science all Year</p>	<p>How do the seasons impact on what we do? Observe changes across the four seasons Observe and describe weather associated with the seasons and changes to length of the days.</p>					
<p>History</p>	<p>Are pirates still alive? Look at famous pirates, how the role of a pirate has changed.</p>	<p>What happened to the dinosaurs? How long ago did dinosaurs roam the earth?</p> <p>The gunpowder plot (bonfire night)</p>	<p>Look at the uniform and jobs of the people who help us. How have they changed over time?</p>		<p>Look at the Royal family.</p>	

Geography	Where do we live?	Where did dinosaurs live? What did our planet look like when dinosaurs were alive?	Routes and maps - plan a new route/adventure for stick man.	Look at continents and oceans. What animals would we find here? (science link)	Look at London. Where is London? Compare London to Warrington?	Minibeasts from around the world. Look at Australia.
Art	Painting Explore colour and colour mixing. Look at different textures - painting on different materials.	Collage Create a seasons collage.	Drawing Observational drawing of spring flowers.	Sculpture Children to use clay and a range of material to create under the sea animals.	Printing Use different objects to create prints using minibeast colours and patterns.	Textile Weaving with different natural materials.
Music (charanga)	Me!	My stories	Everyone!	Our world	Big Bear funk	Reflect, Rewind and Replay
PE (Real PE/Games)	Unit 1 - personal skills Games	Unit 2 - social skills Games	Unit 3 - cognitive skills Games	Unit 4 - creative skills Games	Unit 5 - applying physical skills Games	Unit 6 - Health and fitness Games
Computing	<p>By the end of the Foundation Stage most children will:</p> <ul style="list-style-type: none"> • Show an interest in ICT • Know how to operate simple equipment • Complete a simple program on the computer and / or perform simple functions on ICT equipment • Find out about and identify the uses of everyday technology and use information and communication toys to support their learning. 					
Religious Education (Scheme)		Diwali The Christmas story.		Christianity Easter		When are the important times for our community? What stories are told about God and why are they told?
PHSCE	All About Me Starting school Classroom rules Getting to know each other	Friendship & Relationships Anti-Bullying Week What makes a good friend?	Families Who is in my family Different family groups	Every Body is Different How are we different? Listening to and respecting other people's views What hobbies do we have?	Healthy Eating and Staying Safe Personal hygiene Stranger danger Road safety	What have I Achieved? Personal goals Emotions and feelings Value achievements and talents