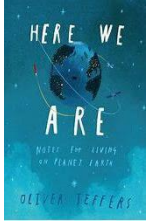
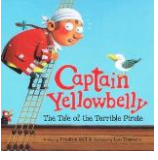
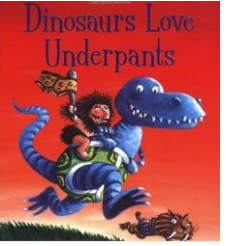


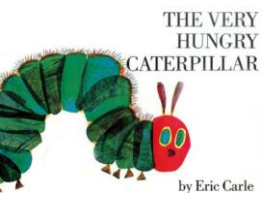
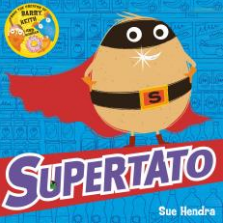




EYFS Curriculum Overview 2020/2021

Year group: EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Maths	<ul style="list-style-type: none"> Numbers to 5 Sorting into groups Comparing groups 	<ul style="list-style-type: none"> Change within 5 - one more and less Time - my day 2D shapes 	<ul style="list-style-type: none"> Number bonds to 5 Numbers to 10 	<ul style="list-style-type: none"> Addition within 10 Number bonds to 10 Spatial awareness 3D and 2D shapes 	<ul style="list-style-type: none"> Exploring patterns Count on and back Counting to 20 Doubling Halving and sharing 	<ul style="list-style-type: none"> Odd and even Length, height and distance Weight Capacity 	
English	<p>Here We Are by Oliver Jeffers</p> 	<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 beginning	Development matters 40-60 months working within	Development matters 40-60 months working within	Development matters 40-60 months secure	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	Agreed Additional Text: Little Red Riding Hood The Three Little Pigs	Agreed Additional Text: Hattie Peck by Emma Levey The Storm Whale by Benji Davies	Agreed Additional Text: 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	Marcus Pfister	Eric Carle	David McKee
Poetry Focus	Nursery rhymes and songs			Short rhyming poems		Pathways poetry unit	
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	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	All about me	Pirates	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 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 Aquarium Spring walk	Butterflies - life cycles Creepy Crawly Show visit	Transition week

<p>Science</p>	<p><u>The human body</u> Naming parts of the body. Look at the 5 senses. How do we grow?</p>	<p><u>Seasonal changes</u> Investigating the seasons and the changes in the weather. Why are there so many leaves on the ground?</p> <p><u>Classification</u> Dinosaur investigation – herbivore, carnivore, omnivore.</p>	<p><u>Everyday materials</u> Investigating materials – Naming and sorting everyday materials. Why didn't the brick house blow down in the Three Little Pigs? Why couldn't the gingerbread man swim?</p>	<p><u>Life cycles and change</u> 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><u>The Ocean</u> Floating and sinking. Impact of plastic in our oceans.</p>	<p><u>Life cycles and change</u> Life cycle of a butterfly Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of minibeasts, habitats etc.</p>	<p><u>Plants</u> Growing - What do plants need to grow? Life cycle of a bean. What happens if plants don't have sunlight?</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. 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>History (History Association)</p>	<p>How have I changed since I was a baby? Children to bring in a time line of their life – photograph of each year of their life</p>		<p>Look at the uniform and vehicles of the people who help us. How have they changed over time?</p>	<p>Why do we wear different clothes at different times of the year?</p>		<p>What are our favourite celebrations of the year?</p>
<p>Geography</p>	<p>Where do we live?</p>	<p>Maps</p>	<p>Our local area and community</p>	<p>The post service – look at the journey a letters takes, the role of people who help to sort and deliver the mail. Where do the letters come from and where do they go?</p>	<p>Different weather types</p>	
<p>Art</p>	<p>Painting Explore colour and colour mixing. Look at different textures - painting on different materials.</p>	<p>Collage Create a seasons collage.</p>	<p>Drawing Observational drawing of spring flowers.</p>	<p>Sculpture Children to use clay and a range of material to create under the sea animals.</p>	<p>Printing Use different objects to create prints using minibeast colours and patterns.</p>	<p>Textile Weaving with different natural materials.</p>

MFL (Primary Language Network)	Listening and joining in.	Coutning and signing	Celebrations	Rainbows and Easter	Families and rhymes	Join in with stories and performance
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><i>By the end of the Foundation Stage most children will:</i></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)	Christianity Where are the special places in our community?	Christianity When are the important times for our community? Christmas	Sikh/Dharm What are our neighbours?	Christianity When are the important times for our community? Easter	Buddhism Buddha – Who helps our community?	Islam Muslim dress How do we show that we belong?
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
Commando Joe	If youre happy and you know it – Self awareness	Twinkle twinkle little star – Excellence	Jack and Jill - Empathy	Three Blind Mice – Communication Row row row our boat - Teamwork	Incy wincy spider – Resilience	Humpty dumpty – Positivity