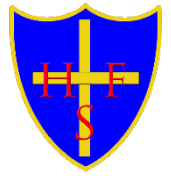




Holy Family Catholic Primary School

EYFS Curriculum Overview 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Is there a hero in you? Space	What changes naturally? Seasons, weather and life cycles Celebrations	Giants, castles and dragons	Dinosaurs, crocodiles and alligators Insects and minibeasts	From A to B and back again (Transportation and journeys) Fairy tales	Oceans, marine life and the seaside Well-being and emotions
Book focus	Come to school too, Blue Kangaroo by Emma Chichester Clark Mr Happy by Roger Hargreaves A superhero like you by Liam Darcy Charlie's superhero underpants by Paul Bright On the Moon by Anna Milbourne Come to Tea on Planet Zum Zee by Tony Mitton Pete the Cat Out of This World by James Dean	Winnie and the amazing pumpkin By Valerie Thomas Ram and Sita by Malachy Doyle The leaf thief by Alice Hemming A stroll through the season by Kay Barnham Stanley's stick by Neal Layton Raindrops Roll By April Pulley Sayre The little fir tree by Margaret wise Brown Mischievous Gnome and Fred the red by Shonette	George and the dragon by Chris Wormell The castle that Jack built by Lesley Sims The giants loo roll by Nicholas Allen Dragon Stew by Steve Smallman Winnie and Wilbur the naughty knight By Valerie Thomas	Tyrannosaurus Drip by Julia Donaldson Katie and dinosaurs by James Mayhew Dinosaur girl by Hollie Hughes and Sarah Massini The selfish crocodile by Faustian Charles Bones, bones, dinosaur bones by Byron Barton Yucky Worms by Vivian French Mad About MiniBeasts by David Wojtowicz That's my flower by Alice Hemming (Seasons – Spring) Bumblebear by Nareen Sharina Arrrghh Spider by Lydia Monks	Mr Benn by David Mckee My cat likes to hide in boxes by Eve Sutton On the Way Home by Jill Murphy I Know an Old Lady Who Swallowed a Fly by Simms Taback Jack and the beanstalk Hansel and Gretel The magic porridge pot	Barry the Fish with Fingers by Sue Hendra and Paul Linnet A House for a Hermit Crab by Eric Carle At the Beach by Roland Harvey Douglas the Deep Sea Diver Simon Bartram Kindness is my superpower by Alicia Ortego Rain before rainbows by Smriti Halls The wobbler by Nadeen Sharnine
Phonics	Initial code Unit 1 – a, i, m, s, t Unit 2 – n, o, p (is, a) Unit 3 – b, c, g, h (the, l)	Unit 4 – d, f, v, e (for, of) Unit 5 – k, l, r, u (are) Unit 6 – j, w, z (was) Unit 7 – x, y, ff, ll, ss, zz, (all)	Recap of unit 1-7 Unit 8 – VCC, CVCC (some, come) Unit 9 – ccvc (to) Unit 10 – CCVCC,	Unit 10 – CCVCC, CVCCC, CCCVC Unit 11 – sh, ch, th, ck, wh	Unit 11 – sh, ch, th, ck, wh Consolidation of initial code units 8-11	Consolidation of initial code units 8- Introduction of extended code – 2-3 sounds
Literacy	Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. Word reading Children will read and correctly form the sounds for the above units. Children will hear and identify initial sounds in words.	Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. Word reading Children will read and correctly form the sounds for the above units Children will know how to blend known sounds in words. Writing	Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. Word reading Children will read and correctly form the sounds for the above units Children will know how to blend known sounds in words.	Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. Word reading Children will read and correctly form the sounds for the above units Children will know how to blend known sounds in words.	Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. Word reading Children will read and correctly form the sounds for the above units Children will know how to blend known sounds in words.	Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment. Word reading Children will read and correctly form the sounds for the above units Children will know how to blend known sounds in words.

		<p>Writing Children will learn to form the letters correctly as they are taught.</p> <p>Children will know how to write their name.</p>	<p>Children will learn to form the letters correctly as they are taught.</p> <p>Children will be able to write initial sounds and CVC words.</p>	<p>Writing Children will learn to form the letters correctly as they are taught.</p> <p>Children will know how to write CVC/ CVCC words.</p>	<p>Writing Children will learn to form the letters correctly as they are taught.</p> <p>Children will know how to write short phrases.</p>	<p>Writing Children will learn to form the letters correctly as they are taught.</p> <p>Children will know how to write short sentences.</p>	<p>Writing Children will learn to form the letters correctly as they are taught, including capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
Communication & Language		<p>Listening and attention skills</p> <p>Asking and answering 'what' questions</p> <p>1:1 discussions</p>	<p>Joining in with repeated refrains in stories</p> <p>Asking and answering 'who' questions'</p> <p>1:1 discussions</p>	<p>Discussing key events in a story</p> <p>Asking and answering 'when' questions</p> <p>Small group discussions</p> <p>Using present tense.</p>	<p>Identifying main characters in a story</p> <p>Asking and answering 'where' questions</p> <p>Small group discussions</p> <p>Using connectives to join ideas</p>	<p>Linking events in a story to own experiences</p> <p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p>	<p>Sequence story/real life events in detail</p> <p>Hot seating</p> <p>Whole class discussions</p> <p>Using future tense</p>
Maths (White Rose)		<p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measure and pattern</p>	<p>It's me 1, 2, 3</p> <p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Exploring 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connection</p>
Understanding the world	Science The natural world	<p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that there are 8 planets in our solar system.</p>	<p>Children will know that this time of the year is Autumn.</p> <p>Children will identify plastics, metals and other materials.</p> <p>Children will know what material a magnet picks up.</p>	<p>Children will know that this time of year is Winter.</p> <p>Children will explore the change of materials through melting and solidifying.</p>	<p>Children will know that this time of year is spring.</p> <p>Children will explore the strength of different materials.</p> <p>Children will know about the life cycle of different animals and insects.</p>	<p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know the life of a sunflower.</p> <p>Children will know how to care for plants.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p>Children will know that this time of year is summer.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will explore floating and sinking.</p>
	Geography People, culture and community	<p>Children will know that the green on the globe is land and the blue is sea.</p> <p>Children will know that the globe shows different countries around the world.</p>	<p>Children will identify typical weather in Autumn.</p> <p>Children will know that Darlington is in England.</p> <p>Children will know how people in different countries celebrate Christmas.</p>	<p>Children will identify typical weather in winter.</p> <p>Children will know the name of the road our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p>	<p>Children will identify typical weather in Spring.</p> <p>Children will know that we do not have certain animals in England and compare this with other countries.</p>	<p>Children will know that we can grow only certain fruit/vegetables in England.</p>	<p>Children will identify typical weather in summer.</p> <p>Children will identify similarities and differences between life in Darlington and a different country.</p>

	History Past and present	Children will know how they have changed from being a baby to 4/5.	Children will know that Remembrance Day is to remember soldiers who have died in the war.	Children will explore images and artefacts from the past. Children will know that the past is anything before the current day. Children will know that the present is now.	Children will know who Mary Anning is and why she is important.	Children will look at transport from the past and identify similarities and differences.	Children will know who David Attenborough is and why he is important. Children will look at images of seaside holidays from the past and present and identify similarities and differences.
RE		Domestic Church - MYSELF Baptism - WELCOME	Other faiths - Judaism Advent/ Christmas - BIRTHDAYS	Local Church - CELEBRATING Other faiths - Islam	Eucharist - GATHERING Lent/Easter - GROWING	Pentecost – GOOD NEWS Reconciliation - FRIENDS	Our World – OUR WORLD
Physical development Fine Motor Skills Gross Motor Skills		Fine motor Children will know the correct pencil grip and posture for writing Children will know how to correctly form the letters m, a, s, d Gross Motor Children will know how to hop, skip and jump.	Fine motor Children will know how to undo and do up buttons Children will know how to correctly form the letters t, l, n, p, g, o Gross Motor Children will be able to balance and ride a balance bike.	Fine motor Children will know how to use a knife and fork. Children will know how to correctly form the letters c, k, u, b, f, e Gross Motor Children will know how to kick and pass different ball sizes.	Fine motor Children will know how to use two-hole scissors to snip in paper. Children will know how to correctly form the letters l, h, r, j, v, y Gross Motor Children will know how to pull themselves up and across on the big equipment.	Fine motor Children will know how to thread and sew. Children will know how to correctly form the letters w, z, x, q Gross Motor Children will know how to throw and catch different ball sizes.	Fine motor Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters. Gross Motor Children will know how to bat and aim using different sized balls.
		Skills – balancing, travelling, jumping, rolling, climbing, obstacles	Dance	Ball Skills – throwing and catching, travelling with a ball, volleyball, bat and ball, aim,	Gymnastics	Games	Olympics
EAD Creating with Materials (Art)		Drawing – Kandinsky -Begin to hold a pencil correctly and use it to make marks. -Attempt to use other materials to make marks (crayons, felt tips etc) -Represent their ideas and feeling through art. -Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.	Painting – Kandinsky -Use a brush or other tool to make marks with paint. -Choose from a range of pre-mixed colours to create painted artworks. -Paint simple shapes and images that can be recognised or explained by the child. -Use large muscle movement to paint and make marks.	Painting – Paul Klee -Use a brush or other tool to make marks with paint. -Choose from a range of pre-mixed colours to create painted artworks. -Paint simple shapes and images that can be recognised or explained by the child. -Use large muscle movement to paint and make marks.	Sculpture – Paul Klee -Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. -Use mixed media to create simple 3-D sculptures.	Printing – Andy Warhol -Use pre-made stamps & found objects to explore printmaking. -Notice and continue simple patterns (ABAB).	Multimedia – And Warhol -Experiment using aspects of a computer art package. -Record visual images using an iPad. -Develop fine motor skills through the use of a mouse or iPad.
DT – these skills will be covered throughout the year.		-Textile – Stick and decorate textiles with support, thread beads onto string, begin to cut fabric using scissors. -Resistant materials – begin to cut and tear materials, stick and glue materials together, use junk objects to create their own designs, begin to consider how they join materials together. -Product and designers – Enjoy looking at different products and designs, can say whether they like product/design or not, identify materials used to make a product (e.g. plastic, metal, wood.) -Food and nutrition – Mix pre-prepared ingredients with the support of an adult, safely and hygienically, use a blunt knife to spread butter or jam (or alternative) on a cracker or bread, understand that fruit and vegetables grow, and which ones are grown in the UK. -Design process – Discuss what a product does or needs to do, explore the qualities of a range of materials, make to create an outcome, explain what they chose their materials, explain what they have made.					

<p>Being Imaginative and Expressive (Music)</p>	<p>-Children will know nursery rhymes/ songs.</p>	<p>-Celebration music – learn about music from a range of cultural and religious celebrations</p>	<p>Exploring sounds – children will explore how that can use their voices and bodies to make sounds.</p>	<p>Music and movement – children will come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement.</p>	<p>Musical stories – Moving to music with instruction, changing movements to match tempo, pitch or dynamics.</p>	<p>Big band -children will learn about what makes a musical instrument, the four different groups of musical instruments and performing using untuned instruments</p>
<p>PSED RSHE Life to the Full</p>	<p>Class rules M1 Unit 1 – Handmade with love (5 days) Unit 2 – me, my body, my health I am me Head shoulders knees and toes Ready Teddy? Identifying feelings Sharing interests/ hobbies.</p>	<p>School rules and values Unit 3 – I like, you like, we all like! All the feelings Let's get real. Unit 4 – Growing up Listening to others Responsibility Healthy eating</p>	<p>Making the right choices M2 Unit 1 – Role model Unit 2 – Who's who? You've got a friend in me Forever friend</p>	<p>Being Kind Oral hygiene Unit 3 – What is the internet? Playing online Screen time Being a good friend</p>	<p>Managing feelings Calming techniques Unit 4 – Safe inside and out My body my rules Feeling poorly People who help us</p>	<p>Road safety M3 Unit 1 – God is love Loving God, Loving others Unit 2 – Me, you, us Solving problems Being safe in the sun Getting ready for year 1</p>