

# Curriculum Overview 2020-21 EYFS

Area of Learning	Autumn 1-All about me My family		Autumn 2		Spring 1-superheroes		Spring 2- animals		Summer 1- plants		Summer 2- journeys	
			Toys	People who help us								
PSED	Settling in. Playing alongside/with others. Learn other children's names. Rules for the room. Where does everything go?		Keeps play going by responding to what others are saying or doing. Good sitting	Confident to speak to others about own wants and opinions.	Being a good friend. Selecting and using activities/resources ind'. Using toys app. Good Listening Good Looking	Looking after ourselves and our friends.	Good sitting Good Listening Good Looking	Confident to speak to others about own wants and opinions.	Talking in front of others-telling news to a group.	Performing a class assembly to whole school.	Moving on to school-here and elsewhere.	Moving on to new class
Man. Feelings and Behaviour	How do you feel? Class/school. Play in a group Select resources with help.		Christmas party etc-adapting behaviour to diff. events. Tolerate delay Introducing Makaton signs for stop/go/wait/yes/no/more	Beginning to negotiate and solve problems without aggression.	Sharing resources. Accepting needs of others-new children.	Games focused on turn taking.	Feelings at school/weekend/during different activities.	Feelings-changing from sad to happy-how to cheer up other children etc.	Performing songs and poems to Reception (by zoom if needed)	Adjusting behaviour – visiting flower shop, church and plant centre.	Accepting needs of others-younger children.	Work as part of a group or class, Outdoor projects working as a group/class
Physical Development	Different ways of moving/travelling. Where food comes from. Kitchen skills. Holding a pencil/mark making. Hygiene inc. teeth cleaning/toileting. Name external body parts and talk about what is inside our bodies.		<ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>-Puppets and toy making Christmas cards and crafts.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Putting on own coats/scarves etc.</li> </ul>	Uses simple tools to effect changes to materials. Travels with confidence and skill, over, under, around and through balancing equipment. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Balancing. Jumping off an object and landing appropriately. 1 handed tools including knife and fork/pincers. Using tools/equipment safely 30-50 Safety when tackling new challenges 40-60	Balancing Football Throwing and catching	Good control with pencil. Copying some letters. Younger children drawing circles and lines.	Forming recognisable letters.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Football, Athletics and Dance	Can catch a large ball.30-50 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.40-60	Correctly formed letters. Ex. ELG-writing on lines Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Communication and Language-Listening	Follow simple directions Listen to stories	Follow directions. Listening to others and stories and recall.	<ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	Two channelled attention-listen and do for a short span.	<ul style="list-style-type: none"> <li>Is able to follow directions 30-50</li> <li>Maintains attention 40-60</li> </ul>	Listening in a range of situations.	Listening to visitors.	Listening in different places.	Following more complicated instructions.	Responding to stories.	Listening to others at news time.	Listening to each other's stories.
Understanding	Follow simple	Follow	Describing words-	Responds to	Beginning to	Understand	Wellcomm	Following	Wellcomm targets	Answering how	Wellcomm	Understanding

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	instructions prepositions	instructions. Knows prepositions	hard, soft, spiky etc. Naming materials glass, paper etc. New vocabulary related to topic-describing materials that toys are made of.	instructions involving a 2 part sequence.	understand 'why' and 'how' questions. 30-50 • Listens and responds to ideas expressed by 40-60	ing stories, looking at the characters.	individual targets.	instructions given by peers rather than adults.		and why questions relating to different stories.	targets	different parts of a story.
Speaking	Build vocab. Retells an event in correct order.	Use vocab focused on objects and people that are familiar	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>Can retell a simple past event in correct order</li> </ul>	Links statements and sticks to a main intention or theme. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	<ul style="list-style-type: none"> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul>	Expanding vocabulary	New vocabulary related to topic.	Uses correct tenses.	Wellcomm targets	Acting out familiar stories. Talking in role. "Hotseating"	Telling others likes/dislikes	Using past/present/future tenses correctly when talking to others.
Literacy Reading	Stories about families/school Nursery rhymes Traditional tales		Characters Christmas story Stories about Christmas Rhyming stories and counting books.	Celebration stories. Christmas stories. Segmenting sounds in simple words.	<ul style="list-style-type: none"> <li>Suggests how the story might end. 30-50</li> <li>Hears and says the initial sound in words. 40-60</li> </ul>	Begins to read words and simple sentences.	Non-fiction texts. Making and reading our own books/stories based on small world animals or pets.	Character descriptions World book day link	Talking about stories. Identifying characters and setting.	Recounts  Non fiction texts	Poems  Rhyming words	Reading different stories to inform writing own stories.
Literacy Writing	Make marks during play. Practice first letter of name in shaving foam etc. Mark making using a range of tools inside and outdoors.	Make a class book. Names-writing a capital at start. Shopping lists	Name writing Pencil control-muscle development lacing Christmas cards Letter to FC	Writing initial sounds Letter to Father Christmas	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, 40-60</li> </ul>	Retelling a familiar story.	Instructions. Looking after a fish/guinea pig/cow.	Cvc words and rhyming strings.	Posters Invitations to reception-to an animal picnic	Short sentences/captions  Recounts Instruction writing.	Postcards from the school field. Writing our name Writing to our Reception teacher (transition)	Writing simple sentences. Capital letters and full stops. Postcards. Story writing. Letters to our new teacher.
Mathematics Numbers	Baseline Counting	Counting 1-20	Giving the correct amount from a	Counts an irregular	<ul style="list-style-type: none"> <li>Recites numbers in</li> </ul>	Numbers to 20-	Counting out amounts and	Addition and subtraction.	Counting forward and backwards	Sharing.	Recognition of numbers to 10.	Doubling and halving.

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	objects with 1:1 co. Recognition of numbers Number rhymes.	recites numbers 1-10. Uses number names in play.	larger set. Outdoor counting opportunities. Songs and games using 1 more/less. Link with toy shop.	arrangement of up to 5 objects. Estimates how many objects they can see and checks by counting them.	order to 10. 30-50 • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.40-60	counting, ordering and recognising 1 more/1 less Addition and subtraction .	checking numbers. Putting numbers 1-5/10 in the correct order.		from 10-0/0-10		Numbers in the environment on vehicles/buses/houses	Number facts- which 2 pairs of numbers can make 10.
Mathematics Shape, Space and Measures	Talk about shapes of everyday objects.	Match and sort objects. Compare amounts. Compare size, mass and capacity. Continue and create simple patterns.	Measures-big/small More/less 2D shapes-semi circle/diamond +Basic 2D-printing on wrapping paper	Use positional language. Shapes in the environment and begin to talk about them.	• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.30-50 • Orders and sequences familiar events. • Measures short periods of time in simple ways.40-60	Length Weight	Naming 2d shapes.	2D and 3D shapes.	Weight-link to the enormous turnip. Story links including "Titch"	Capacity, height. Using vocabulary related to time. Days of the week.	Length Times of the day.	Patterns. Position. Money.
Understanding the world People and communities	Shows interest in the lives of people who are familiar to them Know who is in their family-role play.	Shows interest in the lives of people who are familiar to them. Significant events and times.	• Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. Bonfire night Remembrance day Decorating a tree.	They know about differences between themselves and others and among families, communities and traditions. Ways of celebrating Christmas.	• Shows interest in different occupations and ways of life.30-50 • Enjoys joining in with family routines.40-60 Chinese New Year celebrations	Learning about the body/health eating. Chinese New Year celebrations	Families	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.	Where does our food come from? link with farming. Growing plants- what do they need to grow?	Visiting church.	Jobs in the local area.	They know about similarities and differences between themselves and others, and among families, communities and traditions. Environments around the world.
The World	Pets Planting nursery garden.	Develop understanding of changes	Materials Wrapping presents Sim/diff • Can talk about	Children know about similarities in relation to places, objects,	• Comments and asks questions about aspects of their	Testing materials	What is around us?	Habitats. Environments Plants. Growing.	Planting seeds- food and where it grows. Farm to fork	Life cycles. Water habitats.	Visiting church Visiting a holiday destination-comparing 2	They make observations of animals and plants and

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		over time in family.	some of the things they have observed such as plants, animals Where have all the leaves/insects gone?	materials and living things.	familiar world such as the place where they live or the natural world. • Shows care and concern for the environment. 30-50						places.	explain why some things occur, and talk about changes.
Technology	Simple equipment cd player. Make toys work by switching on etc.	Using the mouse to click/select/drag.	• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Completes a simple program on the computer.	• Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software 40-60	Open a program by double click. Using the mouse. Finding a range of technology.	Taking photos using i-pads. Drawing on IWB/i-pads.	Drawing using the mouse. Printing work	Using computers to find information.	Bee bots/Bee bot App Directing around the sea.	Listening to stories-books/cds/on screen.	Type name using keyboard.  Videoing each other talking
EAD Exploring and Using Media and Materials	Ring games Drawing with different mark making tools	Familiar songs Joining in with dance and ring games. Tools for a purpose.	Describing textures. Using tools to make a present for parents. Christmas crafts and calendar making.	Tools and techniques-cards and calendars Selecting appropriate resources Joining materials	• Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. 30-50.	Combining different materials.	Changing colours.	Using a wider range of tools and techniques e.g. hole punches/ripping paper etc.	Outdoor artwork	Outdoor artwork Watercolour	Using natural materials to make pictures.	Exploring different textures in the environment.  Making textured pictures of local buildings
Being Imaginative	(22-36 make sounds by banging etc.) 30-50 makes up rhythms. Body parts games and dances. Role play house/doctors Sing simple songs.	Percussion instruments-rhythms and making up own rhythms. Looking at loud/quiet noises.  Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.		• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 30-50	Combining different materials. Being imaginative with music and sounds.	Making up our own stories using small world toys.	Percussion instruments  High/low sounds	Being involved in role play with others-the enormous turnip.	Movement in response to music. Collage Close Observational drawings	Working on a large scale. Acting out stories in small groups.	Painting-paintings of school Pastels and chalks.	

As in all early years settings a draft long term plan is put in place each September. As the year progresses the activities and topics may change due to children's interests and ideas.