

SMAS Curriculum EYFS Overview Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	This is me	This is me	The amazing world we live in	The amazing world we live in	One more step along the world I go	One more step along the world I go
Themes	All About Me, Autumn and The Little Red Hen, Diwali and Elmer	Traditional Tales and Special Times	Healthy Living, Dinosaurs, Lunar New Year and Wild Animals	Pets, Farm to Fork, and Easter	Transport, Monsters and Space	Pirates, Journeys and Sport
Visits and Trips	Visit to Church- Harvest festival Campfire	Trip to Ella's Kitchen Visit to Church- Christmas	Chef Visit Oxford History Museum	Beale Park Supermarket Trip Pick Your Own at Grays Farm trip Living Eggs in School	Car Visit Visit to Planetarium/visit from Space Dome	Camping evening Visit to Select Car Leasing Stadium
Texts	The Colour Monster Worryasaurus The Little Red Hen Elmer	Jack and the Beanstalk Innovations Lost and Found The Nativity Story	How to be a Lion Dinosaur Department Store	What the Ladybird Heard Oliver's Vegetables Easter Story	Mrs Armitage on Wheels Whatever Next!	We're Going on a Treasure Hunt The Camping Trip
Communication and Language	Following instructions and listening skills	Responding to a story Rules for talking	Responding to each other Explaining ourselves Asking and answering questions	How and why questions	Using past, present and futures forms	Accurately anticipating key events in stories
	Oracy outcomes interweaved in Weekly Plans throughout EYFS as part of Communication and Language including: personal language, descriptive language, narrative language, instructive language, questioning language, comparative language, imaginative language, predictive language, interpretive language and persuasive language.					
Physical Development	Independence, asking for help and self-care Fine and gross motor skills	Practising safety measures Fine and gross motor skills	Eats a healthy range of foodstuffs Using a pencil with good control	Handling equipment and tools effectively	Travelling and negotiating space Importance for good health	Catching, throwing, competitive games Importance for good health

					Using a pencil with good control				
Personal, Social and Emotional Development Topics interweaved throughout the year depending on progress towards ELGs	Relationships – Me and My Relationships Recognise who they believe themselves to be, and begin to form relationships through play and peer relations which contribute to their emotional, social and cognitive development.	Rights and Responsibilities Contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups.	Feelings and emotions Be confident to talk about how they and others show feelings, talk about their own and others' behaviour; communicate freely about home and community; confidence to try new activities; understand and cooperate with some boundaries and routines. Thinking about how to stay healthy.	Valuing Differences Begin to accept the needs of others and can take turns and share resources; accept the needs of others; they show sensitivity to others' needs and feelings	Relationships – Listening to others To listen to other people and work cooperatively (including strategies to resolve conflict through negotiation.	Keeping Myself Safe Being safe and protected; discovering boundaries; making choices	Relationships – Families and Friends Understand ways in which they can be a good friend; roles of different people in their lives and the lives of family members.	Healthy Lifestyles Observe the effects of activity on their bodies; understand that equipment and tools have to be used safely; shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health	Growing and Changing To learn about the process of growing from young to old and how people's needs change; about growing and changing and new opportunities and responsibilities that increasing independence may bring.
	Literacy	Reading for pleasure, repeated refrains Name writing Initial sounds Labelling Grapheme/phoneme recognition Using a story map	Traditional tales, Non-fiction and rhyme Segmenting and blending CVC words Explaining what we have read Changing a story map	Instructions Poetry Finding information in books Common irregular words What does a sentence look like?	Animal stories, finding the meaning and non-fiction Holding a sentence. Using our imaginations and making predictions Inventing a story	Creating stories Instructions and explanations Writing independently Using our imaginations Writing a story	Writing to someone else Journey Stories Writing independently Editing our work		

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<p>Phonics and Spelling</p>	<p>Phase 1 phonics</p> <p>Know most single letter sounds. Blend orally. Teach gaps in single letter sounds and words containing Special Friends. Practise the formation of letters through the phrase that is associated with the pictorial representation of the letter. Taught how to use Fred Fingers to help them record simple words.</p> <p>Fine motor skills</p>	<p>Know all Speed Sounds Set 1 single letter sounds speedily. Blend sounds into words orally. Fred Talk most words. Review Set 1 sounds with a focus on Special Friends: sh, ch, th, qu, ng, nk, qu Learn to read the sounds and words needed to read the Speed Sounds Sheet each day.</p> <p>Fine motor skills</p>	<p>Know all Speed Sounds Set 1 speedily. Fred Talk most words and now use the same skills to read alien (nonsense) words. Review Set 1 sounds. Learn to read more words containing special friends and words that contain 4+ sounds.</p> <p>Letter formation</p>	<p>Fred Talk real and alien words and also a range of real words speedily (no Fred Talk) Review Set 1 and words containing 4+ sounds. Speed Sounds Set 2 are now taught. Practise Speed Sounds and Green Words related to the story book. Practise reading Green and Red Words (common exception) speedily</p> <p>Letter formation</p>	<p>Read most words speedily. Review Set 1 and words containing 4+ sounds. Speed Sounds Set 2 are now taught. Practise Speed Sounds and Green Words related to the story book. Practise reading Green and Red Words (common exception) speedily</p> <p>High frequency words</p>	<p>Read Speed Sounds Set 2: ay, ee, igh, ow, oo, oo speedily. Fred Talk real and alien words. Read a range of real words speedily (no Fred Talk) Review Set 1 and 2 sounds. Practise Speed Sounds and Green Words related to the story book. Practise reading Green and Red Words (common exception) speedily. High frequency words</p>
<p>Maths</p>	<p>Understanding numbers to 5 Subsisting Counts 1-10 and down 5-0 Using fingers to represent numbers Numberblocks Series 1 (Cbeebies) Comparing and ordering numbers using manipulatives Talk pictures Position and direction work – body shapes. Talking about their age, birthday, house numbers. Develop number sense 1-5</p> <p>Recognising numbers 1-5 in 5 frames/numicon</p>		<p>Understanding numbers between 11-20 (focus 10-15) Subsisting Counts 1-30 and back down 15-0 Start counting from different numbers Using fingers to represent numbers (work in pairs to represent numbers 10-15 with fingers) Numberblocks Series 2 (Cbeebies) Comparing and ordering numbers Talk pictures Focus on subitising non-standard dot patterns and strategies (hidden numbers) Using two 10 frames to make numbers 10-15 Develop number sense using number posters</p>		<p>Subsisting Using fingers to represent numbers Numberblocks Series 3 (Cbeebies) Comparing and ordering numbers Part, part whole Talk pictures Doubling, halving and sharing numbers Focus on what 5/10 looks like – use this to guide estimation Repeat fingers, number, numberblocks, numicon from term 3 Order numbers in sequence (1,2,3,4) and out of sequence (3, 1, 9, 5) biggest to smallest Count in 2's, 5's, 10's Children can read and write numerals 1-20 in and out of order</p>	

	<p>Understanding numbers between 1 and 10</p> <p>Subsisting (begin to look at non-standard patterns)</p> <p>Using fingers to represent numbers ('grow' and 'show' fingers)</p> <p>Numberblocks Series 1 (Cbeebies)</p> <p>Comparing and ordering numbers</p> <p>Talk pictures</p> <p>Money</p> <p>Introduce 10 frames – use to look at 1 more/1 fewer</p> <p>Develop number sense 5-10</p> <p>Count 1-20 and down 10-0</p>	<p>Bundles of 10 straws and single straws to develop place value</p> <p>Counts in 10's (10-30)</p>	<p>Add and subtract using 1- frames/numicon</p> <p>Explore halving as two equal groups and explore making numbers like 12 into equal and unequal groups</p>
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<p>Understand the World Including Geography, History, RE and Science</p>	<p>Talking about members of their immediate family and the community around them.</p> <p>Describing family members, noticing similarities and differences</p> <p>Learning to describe what they see, hear and feel when outside.</p> <p>Understanding the effects of changing seasons. Noticing changes using our senses. Making simple observations and recordings.</p>	<p>Begins to compare and contrast characters from stories, including figures from the past.</p> <p>Understanding that some places are special to members of the community.</p> <p>Looking at simple maps and drawing our own including basic features</p> <p>Traditions and celebrations</p> <p>Looking at non-fiction texts to retrieve information</p>	<p>Comparing life in this country and life in other countries.</p> <p>Thinking about past/present and how we know about the past.</p> <p>Traditions and celebrations, how they compare and contrast.</p> <p>Exploring the features of different animals and why they look like they do. Developing skills to draw representations of these animals.</p>	<p>Understanding important processes and changes in the natural world through the exploration of the life cycle of a chicken and/or butterfly/tadpole.</p> <p>Exploring the features of different animals/plants and why they look like they do. Developing skills to draw representations of these animals.</p> <p>Looking at non-fiction texts to retrieve information</p>	<p>Comparing engineering and technology from the present and past. Learning to notice the differences and explain why changes have occurred.</p> <p>Comparing different environments, naming features and discussing similarities and differences in detail.</p> <p>Exploring cause and effect and changing states of matter.</p>	<p>Comparing structures, engineering and technology from the present and past. Learning to notice the differences and explain why changes have occurred.</p> <p>Comparing different environments, naming features and discussing similarities and differences in detail.</p> <p>Exploring cause and effect and changing states of matter.</p>
<p>Expressive Art and Design</p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.</p>	<p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>