

EYFS curriculum 2023-2024

Reception Yearly Overview	Autumn 1 Ourselves	Autumn 2 Celebrations	Spring 1 Space	Spring 2 Fantasy / traditional tales	Summer 1 Growing	Summer 2 Heroes/Superhero's
Communication and Language <ul style="list-style-type: none"> Listening, Attention and Understanding Speaking 	Understand how to listen carefully and why listening is important. Learn new vocabulary Respond to what other say developing social phrases. Listen carefully to rhymes and songs, paying attention to how they sound.	Learn new vocabulary Talk about celebrations that they have experienced. Describing events in some detail. Develop social phrases. Engage in story times.	Ask questions to find out more and to check they understand what has been said. Use new vocabulary through the day Speak clearly in well-formed sentences. Engage in non-fiction books Connect one idea or action to another using a range of connectives.	Listen to and talk about stories to build familiarity and understanding. Retell familiar stories Learn rhymes, poems and songs.	Use talk to explain how this work and solve problems. Use new vocabulary in different contexts. Listen to and become familiar with non-fiction texts. Hold engaging conversations with adults and peers.	Listen attentively and respond to what they hear with relevant questions, comments and actions in a variety of situations. Participate in discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen using recent vocabulary. Express their ideas and feelings about their experiences in all tenses and using conjunctions.
Personal, Social and Emotional Development <ul style="list-style-type: none"> Self- Regulation Managing self Building Relationships These have been split for extra focus but will be ongoing	Learning new rules in school Taking turns (book- This is my house) Likes and Dislike Feelings I am special (valuable individual) Being a good friend and building respectful relationships.	Confident to try new activities. Show perseverance in the face of a challenge. Identifying and moderating their own feelings (socially and emotionally) Manage own hygiene and personal needs 2 Stars and Wish - Things I am good at/What I would like to get better at	Manage their own behaviour Form positive and respectful relationships with adults and peers Express their feelings and consider the feelings of others Becoming independent Sharing/taking turns Revisiting behavioural expectations - explaining rules and know what is right and wrong. Healthy and unhealthy choices.	Understands own and others feeling, thinking about the perspective of others. Know about different factors that support health and wellbeing (screen time, healthy eating, physical activity, tooth brushing, sleep routine, safe pedestrian)	Working as part of a team, playing cooperatively and taking turns. Understands consequences of actions Regulate their behaviour accordingly. Working towards simple goals. Focus on what the teacher says and respond appropriately. Following instructions involving several ideas or actions.	Regulate behaviour in different situations Able to wait for what they want and control their immediate impulses when appropriate Shows sensitivity to their own and to others' needs.
Physical Development <ul style="list-style-type: none"> Gross Motor Skills Fine Motor Skills Throughout the year the children will learn to: Negotiate obstacles safely Develop handwriting style (tripod grip) and achieve a good posture when sitting at a table.	Awareness of space and achieving good posture when sitting on the floor. Moving in a range of different ways (rolling, crawling, jumping, running, hopping, skipping, climbing) Dressing and undressing Using a range of tools (scissors, pencils, paint brushes) Developing skills for lining up and mealtimes	<u>Gym</u> Using large and small equipment safely eg apparatus. Develop control, co-ordination, balance and agility Combine different movements with ease a fluency Safety - putting equipment away	<u>Dance</u> Fluent style of moving, developing control and grace. Combine different movements with ease a fluency Revisiting skills for lining up and mealtimes	<u>Ball skills</u> Throwing, catching, kicking, passing, batting, aiming Using a range of tools (scissors, pencils, paint brushes) Begin to show accuracy and care when drawing.	<u>Games</u> Engaging in activities that involve a ball to improve accuracy. Safety - putting equipment away Swimming Developing a handwriting style that us accurate and efficient.	<u>Gymnastics/ Swimming</u> Developing overall body strength, balance, co-ordination and agility. Healthy and unhealthy choices (screen time, healthy eating, physical activity, tooth brushing, sleep routine, safe pedestrian)
Literacy <ul style="list-style-type: none"> Comprehension Word Reading Writing 	Harry and Dinosaurs go to school Topsy and Tim go to school My new playground	Kippers party The toys party The nativity story (Now press play story telling)	Non-fiction planet books Whatever Next Aliens love underpants Space poems	Pirates Under the sea Little red riding hood (Now press play story telling)	Jack and the bean stalk The Very Hungry Caterpillar Dear Zoo Animal Talk	Comics Non-fiction - people who help us Elliot the midnight superhero Daisy the Superhero

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Throughout the year read a range of familiar texts.	<p>Three little pigs Goldilocks and the three bears (Now press play story telling)</p> <p>Ask questions about stories Name writing Gives marks to the meaning they make Phonics phase 1 Rhyme and Alliteration</p>	<p>Phonics phase 2 (saying the sounds for letters) Form some recognisable letters Word writing (segmenting) List writing</p>	<p>Space (Now press play story telling)</p> <p>Phonics phase 2/3 Reading words (blend sounds into words) Reading Tricky words Reading simple captions Writing captions and labels</p>	<p>Tooth Fairy</p> <p>Retelling stories - understanding and enjoyment</p> <p>Phonics phase 3 (reading words with digraphs) Forming recognisable letters (capital letters and lower case letters) Writing sentences (re-reading their own work) Reading sentences</p>	<p>Phonics phase 3 Making predictions in stories Writing sentences (capital letters and full stops) Reading sentences</p> <p>Retell stories in their own words and demonstrate understanding.</p> <p>Using vocabulary from a variety of texts.</p>	<p>Phonics phase 4 Making predictions in stories Writing sentences that can be read by others (capital letters and full stops) Reading sentences</p> <p>Writing letters that are correctly formed.</p>
Mathematics <ul style="list-style-type: none"> Number Numerical Patterns 	<p>Counting objects Match and sort Compare amounts Compare size, mass and capacity Exploring pattern Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and Triangles Positional language</p>	<p>Representing Numbers to 5 Recognising quantities to 5 without counting Match number to quantity One more and less Shapes with 4 sides Time</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 & 5 Deep understanding of 6 & 7 Compare Mass Compare Capacity Length, weight and height</p> <p>Verbally count beyond 20</p>	<p>Deep understanding of 8, 9 & 10 Making Pairs Combining 2 groups (addition) Comparing numbers to 10 (greater than, less than, same as) Recall number bonds to 10 Time 3d shape Repeating patterns.</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking Away Match, rotate, manipulate to develop spatial reasoning Compose and decompose shapes.</p> <p>Recognising quantities to 5 without counting</p>	<p>Doubling Sharing and Grouping Even and Odd Patterns and Relationships Spatial Reasoning</p>
Understanding the World <ul style="list-style-type: none"> Past and Present People, Culture and Communities The Natural World <p>Describe what they see, hear, feel whilst outside.</p> <ul style="list-style-type: none"> Throughout the year during Wellie Wednesday 	<p>Talk about features of their own immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p> <p>Growing (baby to child)</p>	<p>Fireworks - Guy Fawkes Diwali The Christmas Story</p> <p>Comment on images of familiar situations in the past Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Draw information from a simple map. Compare and contrast characters from stories, including figures from the past.</p> <p>Pancake day</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. (Travelling Tuesdays)</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Plants/ growing Life cycles- butterflies Explore and understand the natural world around them. (seasons and changing states of matter)</p> <p>Describe their immediate environment using knowledge from various sources. (maps) Make observations and drawing pictures of animals and plants; Compare the natural world around them and contrasting environments. Now Press Play - Minibeasts</p>	<p>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, Know some similarities and differences between different religious and cultural communities in this country</p> <p>Understand the past through books and storytelling. People who help us - Now Press Play</p>
Expressive Arts and Design <ul style="list-style-type: none"> Creating with Materials 	<p>Selects appropriate resources - Self portraits Joining materials - post bag Experiments with colour Developing storylines in role play -home corner</p>	<p>Join and assemble materials working collaboratively (building on previous learning) - party hats/ decorations</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. junk modelling/ free art/ rocket making</p>	<p>Experimenting with colour Role play - develop storylines in their pretend play</p>	<p>Explore and engage in music making and dance (solo/groups) Bug habitat- adapt work where necessary and discuss the process.</p>	<p>Superhero capes Superhero masks Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>

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<ul style="list-style-type: none"> Being Imaginative and Expressive 	Nursery Rhymes - learn a range of songs.	<p>Singing songs and using musical instruments (pitch/melody)</p> <p>Big firework art- Create collaboratively sharing ideas, resources and skills.</p>	<p>Using a range of materials and tools.</p> <p>Rockets/aliens- Create collaboratively sharing ideas, resources and skills (share creations and explain the process)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Listen attentively, move to and talk about music.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>	Sing a range of well-known nursery rhymes and songs;	<p>Share their creations, explaining the process they have used;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
Events	Parent Lunch Phonics workshop	Post box trip Christmas Nativity Ready to Read Carol Concert	Space arts and craft day	Maths workshop Easter arts and craft day	Trip to Thorndon Sports day	Library/ Park