







**EYFS CURRICULUM OVERVIEW
2020/2021**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Do you want to be Friends?  Identity † Generosity	Do cows drink milk?  Connection † Service	Can I switch it on?  Legacy † Stewardship	Are we there yet?  Adventure † Courage	Will you read me a story?  Imagination † Creativity	Who lives in a rock pool?  Possibility † Wisdom
PRIME AREAS						
Personal, Social & Emotional Development	Select and use resources Values praise Initiates play Can play in a group	Aware of own feelings Demonstrates friendly behaviour Keeps play going Enjoys responsibility	Confidence in asking others for help Confident in new situations	Adapts behaviours depending on situation Aware of boundaries Initiates conversations	Asks appropriate questions Takes steps to resolve problems Negotiates and solve problems without aggression	Confident to speak to others about own needs Positive about own self Understands that own actions affects others
Physical Development	Fundamental and gross motor skills taught through games, dance, gymnastics, swimming and athletics. Fine motor skills taught through Funky Fingers, Dough Disco, handwriting and activities to support individual needs.					
Communication & Language	Listening to others Listening to stories Joins in with repeated refrains Following instructions	Focusing attention Shows understanding of prepositions Responds to simple instructions Begins to understand 'how' and 'why' questions.	Using more complex sentence Recall simple event in order Think about what might happen next Questions why things happen Use talk in pretend play	Use a range of tenses Use intonation, rhyme and phrasing to make meaning clear Build up vocabulary that reflects breath of experience Introduce a storyline or narrative in play	Maintains attention, concentrates and sits quietly during appropriate times Can listen and do for short span Responds to two or more step instructions	Able to follow a story without pictures of props Listens and responds to ideas expressed by others Extends vocabulary
SPECIFIC AREAS						
Literacy	Phase 1/2 Phonics Rhyme and rhythm Shows interest in books and stories Recognises familiar signs and words (eg, names) Knows that print carries meaning Holds books correctly Continue a rhyming string	Phase 2 Phonics Begins to give meanings to marks they make Ascribes meanings to marks they see in different places Begin to be aware of the way stories are structured Looks at books independently.	Phase 3 Phonics Predict story endings Listen to stories with increasing attention Gives meanings to marks they make Representing some sounds correctly in writing	Phase 3 Phonics Segment sounds in simple words and blend them together Links sounds to letters Begin to read simple sentences Writes own names and other things, such as labels and captions	Phase 3 Phonics Describe main story events, characters and settings Vocabulary and speech that are influenced by experience of books Enjoys increasing range of books Links sounds to letters, naming and sounding letters of alphabet.	Phase 4 Phonics Attempts to write short sentences in meaningful contexts Uses clearly identifiable letters

	Hears and says initial sounds in words	Handles books carefully Begin to read words and simple captions				
Mathematics	Numbers to 5 Sorting in to groups Comparing quantities of identical objects Comparing quantities of non-identical objects One more One less My Day		Number bonds to 5 Counting to 6,7,8 Counting to 9.10 Comparing groups up to 10 Combining 2 groups to find the whole Number bonds to 10 – tens frame Number bonds to 10 – part/whole model Spatial awareness 2d shape 3d shape		Making simple patterns Exploring more complex patterns Adding by counting on Taking away by counting back Counting to 20 Doubling Halving and Sharing Odds and Evens Length, height and distance Weight Capacity	
Understanding the World	Body parts Knows things that make them unique Shows interest in different occupations and ways of life Shows interest in lives of people familiar to them	Comments and asks questions about their familiar world. Identify and compare common animals. Operates simple equipment (eg, beebots)	Knows that information can be retrieved by computers Completes computer programs Use ICT hardware to interact with age appropriate computer software	Can talk about some of the things they have observed Enjoys joining in family customs and routines.	Growth and changes over time Looks closely at similarities, differences patterns and change Recognises and describes special events to them	Talks about how things happen and why things work Shows care and concern for living things and environment
	Weekly Forest Schools activities – exploring the natural world and seasonal changes Daily weather report and calendar “Our News” time Operating the Interactive White board					
Expressive Arts & Design	Using shapes & lines. Colour mixing. Continuous exploration of creative areas & resources Singing songs and exploring body sounds and percussion instruments.		Exploring textures. Continuous exploration of creative areas & resources. Creating own music		Exploring designs. Continuous exploration of creative areas & resources. Performing own music	
BELIEFS AND VALUES						
Beliefs and Values	Harvest Festival	Bonfire Night Remembrance Sunday Christmas	Chinese New Year Shrove Tuesday	Easter Mothering Sunday		Father’s Day
	What makes every single person unique and precious?	Why do Christian’s perform nativity plays at Christmas?	Why is the word ‘God’ so important to Christians?	Why do Christian’s put a cross in the Easter garden?	How can we help others when they need it?	How can we care for our wonderful world?

