
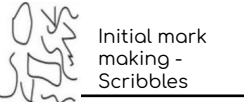
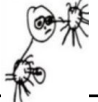






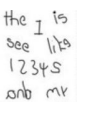
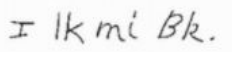
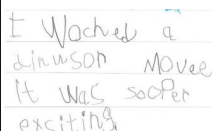


# EYFS Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
RE	UC Creation	UC Incarnation	SS Which people and stories are special?	UC Salvation	SS Which places and times are special	SS Where do we belong?
Cof ETL	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
School Values						

## EYFS Curriculum Overview 2023-2024 Coverage/Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
YN	Harvest	Autumn Diwali/Bonfire Christmas	Winter 3 Little Pigs Gingerbread Man Bear Hunt	Spring Space Monsters Fairies & Elves	Pets Farm Bugs Jungle	Summer Going on holiday Packing At the beach Sea creatures & Mermaids
YR	Harvest All about me Likes and dislikes My Body - what does it do Senses My family My Community	Autumn Diwali/Bonfire Christmas Transport How does it work? Around the world Amelia Earhart	Winter CNY Jack and the beanstalk Goldilocks Mixed Up Fairytails Gruffalo	Spring Castles and Dragons Wizards and Magic Dinosaurs	Favourite Animals  Animals around the world  Safari  Minibeast - Life cycles	Summer Seaside holidays Holidays in the past Pirates Who lives under the sea? Save the ocean

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	YN	<p>Settling and Baseline</p> <p>Enjoy listening to a range of stories and begin to talk about what they hear</p> <p>Join in with familiar rhymes</p> <p>Begin to mark make</p>	<p>Recall key events/facts about the stories they have heard</p> <p>Recognise key logos in the environment</p> <p>Know a range of nursery rhymes</p> <p>Begin to mark make using a range of tools and media</p>	<p>Name the different parts of a book and handle them with care</p> <p>Know that print has meaning - labels, logos, stories</p> <p>Spot and suggest rhymes</p> <p>Mark make for a purpose</p>	<p>Sequence a familiar simple story they have using pictures</p> <p>Clap and count syllables in words</p> <p>Engage in extended conversations about stories learning new vocab</p> <p>Mark make for a range of purposes</p>	<p>Know that we follow text left to right, top to bottom</p> <p>Recognise words with the same initial sound</p> <p>Make predictions about stories</p> <p>"Write" for a purpose</p>	<p>Form recognisable letters</p> <p>Begin to write name</p> <p>To orally blend cvc words through games</p> <p>"Write" for a purpose</p>
		 Initial mark making - Scribbles	 Pictures - recognisable shape	 Scribble writing - "Secret writing"	 Symbols that represent letters	 Recognisable letters	 Letter strings
	YR	<p>Baseline</p> <p>Listen to a range of stories and make predictions and talk about key events</p> <p>Sequence familiar stories</p> <p>Listen to and identify sounds in the environment</p> <p>Mark make for a purpose using recognisable letters</p> <p>Begin to correctly hold a pencil using tripod grip</p> <p>Read individual letters by saying their sound</p>	<p>Read individual letters by saying their sound</p> <p>Retell familiar stories with increasing detail</p> <p>Mark make for a purpose using recognisable letters</p> <p>Begin to correctly hold a pencil using tripod grip</p> <p>Use writing in play</p> <p>Begin to blend sounds into cvc/ simple words</p>	<p>Blend sounds into cvc/ simple words</p> <p>Read some common exception words</p> <p>Read simple phrases and sentences using phonic knowledge</p> <p>Begin to spell simple words by identifying the sounds and writing them</p> <p>Use writing in play</p> <p>Correctly hold a pencil using tripod grip</p> <p>Begin to form lower and upper case letters correctly</p>	<p>Write short sentences using phonic knowledge and KWs</p> <p>Begin to use capital letters and full stops</p> <p>Clearly read what they have written</p> <p>Know all sounds of the alphabet plus 10 digraphs</p>	<p>Showing clear evidence of CUS in independent activities</p> <p>C - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>WR - Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>W - Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>	
		 Letter strings	 Letter groups	 Copying text in the environment, cvc and segmenting cvc words	 Using phonic knowledge to write simple sentences	 Phonetically plausible sentences that can be read by others	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	YN	<b>Baseline Assessment</b>  Colours Matching Sorting	Number 1 Number 2 Subitising Patterns	Number 3 Number 4 Number 5 Subitising 1:1 C Composition Shape sides	Number 6 Height Length Mass Capacity	Sequencing Positional Language More than/Fewer than 2D/3D shape	Number composition What comes after? What comes before? Numbers to 5 Consolidation
	YR	<b>Baseline Assessment</b>  WRM Match, Sort & Compare Talk About Measure & Pattern	WRM Its Me 1,2,3 Circles & triangles 1,2,3,4,5 Shapes with 4 sides	WRM Alive in 5 Mass & Capacity Growing 6,7,8 Length, Height Time	WRM Length, Height Time Building 9 &10 Explore 3D shapes	WRM To 20 & Beyond How many now? Manipulate, compose & decompose	WRM Sharing & grouping Visualise, build & Map Make connections Consolidation

YN - Follow Mastering the Curriculum Planning which supports White Rose Maths

YR - Follow White Rose Maths

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
C&L	YN	<p style="text-align: center;">Settling and Baseline            Sing a range of song and rhymes            Use talk to organise themselves and play            Clearly communicate their needs and feelings            Begin to pay attention to more than one thing            Understands questions and instructions with 2 parts            Start a conversation and continue to take turns            Enjoy listening to longer stories and can remember what happens            Use sentences of 4/6 words            Express point of view using word and actions            Understands why questions            Develop communication and irregular tense and plurals            Use a wide range of vocab</p>					
	YR	Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in story times Learn rhymes, poems and songs	Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day Describe events in some detail Engage in story times Learn rhymes, poems and songs	Listen to and talk about stories to build familiarity and understanding Use new vocabulary Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in story times Learn rhymes, poems and songs	Ask questions to find out more and to check they understand what has been said to them Use new vocabulary in different contexts Engage in non-fiction books Engage in story times Learn rhymes, poems and songs	Connect one idea or action to another using a range of connectives Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Engage in non-fiction books Engage in story times Learn rhymes, poems and songs	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Engage in story times Learn rhymes, poems and songs
	ELG	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
PSED	YN	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>					
	YR	<p>Manage their own needs. - personal hygiene</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Know and talk about the different factors that support their overall health and wellbeing;</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>					
		<p>SR - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>MS - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>BR - Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs</p>					

\*Jigsaw also taught weekly in YN & YR throughout the year - See Jigsaw overview for coverage

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
PD	YN	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>					
	YR	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> </li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul> </li> </ul> </li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <ul style="list-style-type: none"> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> </li> </ul> </li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>					
	ELG	<p>GM - Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>FM - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
UW	YN	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore how things work.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>
	YR	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community</p> <p>Comment on images of familiar situations in the past</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Comment on images of familiar situations in the past</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>
	ELG	<p>P&amp;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, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>PC - • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>NW - Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Good to be me!	Let's go for a Ride Celebrations	Once Upon a Time	Enchanted Worlds	Creatures Great and Small	Beside the Sea
EAD	YN	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.            Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.            Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.            Develop their own ideas and then decide which materials to use to express them.            Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.            Draw with increasing complexity and detail, such as representing a face with a circle and including details.            Use drawing to represent ideas like movement or loud noises.            Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.            Explore colour and colour-mixing.            Listen with increased attention to sounds.            Respond to what they have heard, expressing their thoughts and feelings.            Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').            Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.            Create their own songs or improvise a song around one they know.            Play instruments with increasing control to express their feelings and ideas.</p>					
	YR	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.               <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> </li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.               <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul> </li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>					
	ELG	<p>CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.</p> <p>BIE - Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					