



Abberley Parochial V.C. Primary School  
*Rooted and Ground in love*  
 EYFS Curriculum Overview

**Autumn 1 – Being me in my world.** Example topics – Marvellous Me, Down on the Farm, Into the Woods.

**Autumn 2 – Celebrations.** Example topics – Let’s Celebrate, Remember, Light and Dark.

**Spring 1 and 2 – Explorers.** Example topics – Emma Jane’s Aeroplane, Life in the Freezer, The Snail and the Whale.

**Summer 1 and 2 – Growing and Changing.** Example topics – Let it Grow, Marvellous Minibeasts, Roarsome Dinosaurs.

*It should be noted Communication and Language and Personal, Social and Emotional Development are covered under all curriculum areas.*

Autumn 1 – Being Me in My World				
Subject Content	Early Learning Goals	Key Skills	Key Vocabulary	Next Steps Progression (KS1 National Curriculum)
<b>English</b> <b>Little Wandle Phase 2</b> (Reading and Writing)	<b>Literacy (word reading)</b> Say a sound for each letter of the alphabet. Read words consistent with their phonic knowledge by sound blending. <b>Literacy (writing)</b> Write recognisable letters most of which are correctly formed. Spell words by identifying sound in them and representing the sounds with a letter or letters. <b>PD (Fine motor skills)</b> Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.	Read individual letters by saying sounds for them. Sound talking. Blending sounds into words so they can read short words made up known letter-sound correspondences. Read simple phrases and sentences made up	Phonics Phoneme Grapheme Blend Segment Prosody Comprehension Questions	<b>Reading – word reading</b> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound for graphemes. Read common exception words. Read words containing taught GPCs. Read aloud accurately books which are consistent with their developing phonic knowledge and do not require other strategies for them to work words.

		<p>of words with know letter-sound correspondences.</p> <p>Segmenting to spell words by identifying the sounds and then writing the sound with letters.</p> <p>Develop small motor skills so they can use pencils effectively for writing with the correct grip.</p> <p>Form lower-case and capital letters correctly.</p>		<p>Reread these books to build up their fluency and confidence in word reading.</p> <p><b>Writing – transcription.</b></p> <p>Spell words containing phonemes already taught and common exception words.</p> <p>Name the letters of the alphabet.</p> <p><b>Writing – handwriting.</b></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>
<p><b>English</b> Comprehension (Drawing Club)</p>	<p><b>Literacy (comprehension)</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives in their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Communication and Language (Listening, Attention and Understanding)</b></p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Ask questions to find out more and explain their understanding of the text, articulating their ideas and thoughts in well-formed sentences.</p>	<p>Fiction Non-fiction Traditional tale Rhyme Character Setting Prediction Sequence Fact Information</p>	<p><b>Reading – comprehension.</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- being encouraged to link what they read or hear read to their own experiences.</li> <li>- becoming very familiar with key stories, fairy stories and traditional</li> </ul>

	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to or in 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>Communication and Language (Speaking)</b></p> <p>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 where appropriate. Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</p>	<p>Identify key characters and settings and explain some events in detail. Use talk to organise thinking sequence key events and make a prediction about what will happen next. Retell a story, once they have developed a deep familiarity with the text. Listen and learn repeated phases, rhymes and poems paying attention to how they sound. Explore and use new vocabulary. Listen to and talk about non-fiction books to develop familiarity with new knowledge and vocabulary.</p>		<p>tales, retelling them and considering their particular characteristics.</p> <ul style="list-style-type: none"> <li>- recognising and joining in with predictable phrases.</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>- discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>- discussing the significance of the title and events.</li> <li>- making inferences on the basis of what is being said and done.</li> <li>- predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>
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<p><b>Mathematics (White Rose Education Early Years)</b> Match, sort and compare Talk about measure and pattern It's Me, 1,2,3</p>	<p><b>Mathematics (Number)</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. <b>Mathematics (Numerical patterns)</b> Explore and represent patterns.</p>	<p>Matching objects and pictures. Identifying sets. Sorting objects. Count objects, actions and sounds. Comparing amounts. Compare size, mass and capacity. Explore, copy and create simple repeating patterns Find, subitise and represent 1, 2 and 3. Link the number symbol (numeral) with its cardinal number value. Talk about the composition of 1, 2 and 3. Identify 1 more and 1 less</p>	<p>Match Sort Same/Different Rule More/Fewer Measure Pattern Size – bigger/smaller longer/shorter taller/shorter Mass – lighter/heavier/equal/balance Capacity – full/empty more/less most/least Repeat Count Altogether Subitise 1 More (next number) 1 Less (number before) More Less Greater Fewer</p>	<p><b>Maths – number and place value.</b> Count to 100 beginning with 0 or 1. Count, read and write numbers to 100. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations and use the language of equal to, more than, less than, fewer, most, least. Read and write numbers 1-20. <b>Maths – measurement</b> Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than]. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>
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<p><b>Science</b> Seasonal changes The body and senses Keeping healthy</p>	<p><b>Understanding the World (The Natural World)</b> Explore the natural world around them making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including seasons.</p> <p><b>Personal, Social and Emotional Development (Managing Self)</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Explore the natural world around them. Describe what they see, feel and hear whilst outside. Name the 4 seasons and understand the effect of the changing seasons on the natural world around them. Name some of the main parts of the body. Identify the 5 senses and the parts of the body associated with these. Talk about members of their own family. Name and describe people who are familiar to them. Manage their own personal hygiene. Know and talk about different factors that support their overall health and wellbeing including:</p> <ul style="list-style-type: none"> <li>- Regular physical exercise.</li> <li>- Healthy eating.</li> </ul>	<p>Seasons (spring, summer, autumn, winter) Weather Changes, Plants Animals. Body – skeleton, bones, blood, skin, brain, eyes, ears, mouth, nose, tongue, teeth, hands, fingers, feet, toes, head, back, stomach, arm, leg. Senses – see, hear, smell, touch, taste. Health – healthy, diet, exercise, sleep, clean, germs.</p>	<p><b>Science - seasonal changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the length of day varies</p> <p><b>Science - Animals including humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</p>
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<p><b>Geography</b> Local geography and exploring maps</p>	<p><b>Understanding the World (People, Culture and Communities)</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Understanding the World (Past and Present)</b> Talk about the lives of people around them and their roles in society.</p>	<p>Identifying land and water on a map or globe. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p>Above Aerial Bird's eye view Building Car park Church Direction Farm Feature Field Find House Identify Journey Lake Look Map Park Path Photograph Post Office River</p>	<p><b>Geography – human and physical geography</b> Use basic geographical vocabulary to refer to key human and physical features Geography – skills and fieldwork Use locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment</p>

		<p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).          Making observations about the features of places (in stories, photographs or in the school grounds/local area).          Discussing how environments in stories and images are different to the environment they live in.          Answering simple questions, guided by the teacher.          Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.          Ask questions about the world around them.          Commenting on the features they see in their school and surrounding area on a</p>	<p>Road          Route          School          Search          Shop          Town          Village          Village Hall</p>	
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		walk around the respective places, taking supported risks. Representing some of the features they notice in their school and surrounding area.		
<b>RE</b> <b>(Worcestershire Agreed Syllabus Reception)</b> Being Special – Where do we belong?	<b>Understanding the World (People, Culture and Communities)</b> 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.	Share and recall events in their own lives which have made them feel special. Explain what the word belong means. Understand that everyone is different and has different experiences and beliefs. Explore some religious stories making links to their own lives. Explore what happens in a Christian baptism/dedication. Explore how babies are welcomed into other faiths.	Belong Faith Believe Welcome Community Christianity Islam Muslim Church Mosque Baby Baptism Aqiqah God Jesus Allah Bible Quran	Worcestershire Agreed Syllabus Key Stage 1 What does it mean to belong to a faith community?
<b>ICT</b> <u>E-Safety</u> Smartie the Penguin	<b>Personal, Social and Emotional Development (Building relationships)</b>	To understand that they need to share	Computer Internet Sensible choices,	<b>Computing</b> To use technology safely and respectfully, know where to go for help and support when they

<p>Using the internet E-safety rhyme (Before you click, click, click You need to think, think, think and Tell Someone and Tell Someone).</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. <b>Personal, Social and Emotional Development (Managing Self)</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>equipment and take turns. To understand that the internet is an exciting place and what it can be used for. To recognize the impact of good choices and the consequences of wrong ones. To recognize who they can ask for help and know when they need help.</p>	<p>Online games, Good friend, True, Facts, Tell, Adult, Images</p>	<p>have concerns about content or contact on the internet or other online technologies To understand that programs execute by following precise and unambiguous instructions</p>
<p><b>PE</b> <b>Get Set for PE</b> (Introduction to PE Unit 2)</p>	<p><b>Physical Development (Gross Motor Skills)</b> 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. <b>Personal, Social and Emotional Development (Managing Self)</b> 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. <b>Personal, Social and Emotional Development (Managing Self)</b></p>	<p>To move safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p>	<p>Catch Direction Hop Jump Path Partner Rules Run Safely Score Space, Stop</p>	<p><b>Physical Education</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>

	Manage their own basic hygiene and personal needs, including dressing.			
<p><b>PSHE</b> <b>(Jigsaw curriculum Reception)</b> Being Me</p>	<p><b>Personal, Social and Emotional Regulation (Self-Regulation)</b> 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.</p> <p><b>Personal, Social and Emotional Development (Building relationships)</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p> <p><b>Personal, Social and Emotional Development (Managing Self)</b> 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.</p> <p><b>Understanding of the World (Past and Present)</b> Talk about the lives of people around them and their roles in society.</p>	<p>Identify feelings associated with belonging. Identify feelings of happiness and sadness. Develop the skills to play cooperatively with others. Consider the feelings of others. Understand how to be responsible in a setting.</p>	<p>Kind Gentle Friend Similar(ity) Different Rights Responsibilities Feelings Angry Happy Sad Excited Nervous Sharing Taking Turns</p>	<p><b>Being Me (Jigsaw curriculum Year 1)</b> Understand the rights and responsibilities of a member of a class. Understand that their views are important. Understand that their choices have consequences. Understand their own rights and responsibilities within their class.</p>
<p><b>Music</b> <b>(Get Set for Music)</b></p>	<p><b>Communication and Language (Listening, Attention and Understanding) -</b></p>	<p>Recognise changes in pitch.</p>	<p>Beat, Composer Sound effect</p>	<p><b>Music</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>

<p>Whatever the Weather Unit 2</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. <b>Communication and Language (Speaking)</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <b>Personal, Social and Emotional Development (Building Relationships)</b> Work and play cooperatively and take turns with others. <b>Expressive Arts and Design (Being Imaginative and Expressive)</b> - 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>	<p>Copy simple rhythm patterns on an instrument and match rhythm to words. Listen to music and respond by talking and mark making. Work as a group to make music. Respond to music with movement and match instruments to sounds. Explore and create music based on a theme.</p>	<p>Hit Pulse Shake Scrape Fast Slow High Low Loud Quiet Rhythm Ta Titi Band Instruments Perform</p>	<p>Play untuned instruments musically. Listen with concentration and understanding to a range of music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p><b>Art</b> Mark making Drawing Painting  Use an explore a range of art tools and materials.  Draw and paint with increasing control.</p>	<p><b>EAD (Creating with Materials)</b> 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. <b>Physical Development (Gross Motor Skills)</b> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Explore mark making, drawing and painting using pencils, crayons, pastels, paint, and charcoal. Experiment freely with creative tools and draw from their imagination or in response to stories etc. Talk about what they are doing and what they think about their creations.</p>	<p>Draw Paint Line Dot Dash Crayon Pastel Paintbrush paint Charcoal Pallet Colour words Art Artist</p>	<p><b>Art and Design</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

		Draw and paint pictures of themselves, their family and places that are important to them.		
<p><b>DT</b></p> <p><u>Structures</u></p> <p>Junk modelling</p> <p><u>Cooking and nutrition</u></p> <p>Soup</p>	<p><b>Physical Development (Fine Motor Skills)</b></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>Expressive Arts and Design (Creating with Materials)</b></p> <p>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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Personal, Social and Emotional Development (Managing Self)</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Understand the importance of healthy food choices.</p>	<p>Design a soup recipe as a class.</p> <p>Design soup packaging.</p> <p>Chopping plasticine safely.</p> <p>Make verbal plans and material choices.</p> <p>Describe and develop their own creation.</p> <p>Develop motor/scissor skills with a variety of materials.</p> <p>Join different materials in a variety of ways (temporary and permanent). Give a verbal evaluation of their own and others' creations with adult support.</p> <p>Check to see if their creation matches their plan.</p> <p>Consider what they would do differently if they were to do it again.</p>	<p>Evaluate</p> <p>Join</p> <p>Cut</p> <p>Scissors</p> <p>Glue</p> <p>Tape</p> <p>Size</p> <p>Measure</p> <p>Slide</p> <p>Decorate</p> <p>Materials</p> <p>Paper</p> <p>Card</p> <p>Plastic</p> <p>Fabric</p> <p>Textiles</p> <p>Wood</p> <p>Metal</p> <p>Create</p> <p>Design</p> <p>Make</p> <p>Soup</p> <p>Chop</p> <p>Cook</p> <p>Stir</p> <p>Ingredients</p> <p>Weigh</p>	<p><b>Design and Technology – design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Design and Technology - make</b></p> <p>Select from and use a range of tools to perform practical tasks and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p> <p><b>Design and Technology – evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Design and Technology - Technical knowledge</b></p> <p>Apply their understanding of how to</p>

		<p>Describe their favourite and least favourite part of their creation.</p> <p>Know there are a range to different materials that can be used to make things with and that they have different purposes.</p> <p>Make simple suggestions to fix their creation.</p> <p>Tasting the soup and giving opinions.</p> <p>Describing some of the following when tasting food: look, feel, smell and taste.</p> <p>Choosing their favourite packaging design and explaining why.</p>	<p>Measure Vegetables</p>	<p>strengthen, stiffen and reinforce more complex structures.</p> <p><b>Design and Technology (cooking and nutrition)</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>
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