



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 2 – Celebrations				
Subject Content	Early Learning Goals	Key Skills	Key Vocabulary	Next Steps Progression (KS1 National Curriculum)
English (Little Wandle Phase 2) Reading and Writing	Literacy (word reading) Say a sound for each letter of the alphabet. 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. Literacy (writing) Write recognisable letters most of which are correctly formed.	Read individual letters by saying sounds for them. Sound talking. Blending sounds into words so they can read short words made up of known letter-sound correspondences. Read simple phrases and sentences made up	Phonics Phoneme Grapheme Digraph Blend Segment Prosody Comprehension Questions Sentence Finger space	Reading – word reading 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>Spell words by identifying sound in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>PD (Fine motor skills) Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</p>	<p>of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words. Read some letters groups that each represent one sound and say sounds for them. Segmenting to spell words by identifying the sounds and then writing the sound with letters. Write short sentences with known sound-letter correspondences using a capital letter and full stop. Develop small motor skills so they can use pencils effectively for writing with the correct grip. Form lower-case and capital letters correctly.</p>	<p>Full stop Capital letter</p>	<p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Writing – transcription. Spell words containing phonemes already taught and common exception words. Name the letters of the alphabet.</p> <p>Writing – handwriting. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Form digits 0-9. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>
<p>English Comprehension</p>	<p>Literacy (comprehension)</p>	<p>Listen to and talk about stories to build</p>	<p>Fiction Non-fiction</p>	<p>Reading – comprehension.</p>

<p>(Drawing Club)</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>Communication and Language (Listening, Attention and Understanding)</p> <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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p>Communication and Language (Speaking)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences including the</p>	<p>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>Identify key characters and settings and explain some events in detail.</p> <p>Use talk to organise thinking sequence key events and make a prediction about what will happen next.</p> <p>Retell a story, once they have developed a deep familiarity with the text.</p> <p>Listen and learn repeated phrases, hymes and poems paying attention to how they sound.</p> <p>Explore and use new vocabulary.</p> <p>Listen to and talk about non-fiction books to develop familiarity with</p>	<p>Traditional tale</p> <p>Rhyme</p> <p>Character</p> <p>Setting</p> <p>Prediction</p> <p>Sequence</p> <p>Fact</p> <p>Information</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - being encouraged to link what they read or hear read to their own experiences. - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - recognising and joining in with predictable phrases. - learning to appreciate rhymes and poems, and to recite some by heart. - discussing word meanings, linking new meanings to those already known. <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"> - drawing on what they already know or on background information and vocabulary provided by the teacher. - checking that the text makes sense to them as they read and correcting inaccurate reading. - discussing the significance of the title and events.
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	use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.	new knowledge and vocabulary.		<ul style="list-style-type: none"> - making inferences on the basis of what is being said and done. - predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them
Mathematics (White Rose Education Early Years) Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Mathematics (Number) Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds to 5. Mathematics (Numerical patterns) Explore and represent patterns	Identify, name and compare circles and triangles. Describe position. Count objects, actions and sounds. Identify, represent and subitise 4 and 5. Link the number symbol with its cardinal number value. Explore the composition of 4 and 5. Compare numbers. Understand the one more than/one less than relationship between consecutive numbers.	Circle Triangle Sides Points 2D shapes 3D shapes Same / Different Sort Up / Down In front /Behind Next to Near / Far Above / Below In / Out Under/Over On top/ Underneath Opposite Count Number	Maths – number and place value. 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 Maths – Geometry properties of shapes Recognise and name common 2D and 3D shapes Maths – Geometry position and direction Describe position, direction and movement. Maths – measurement Compare, describe and solve practical problems for: Time (quicker, slower, earlier, later)

		<p>Identify shapes in the environment.</p> <p>Identify, name and combine shapes with 4 sides.</p> <p>Identify day and night and talk about related activities.</p>	<p>Numeral</p> <p>Altogether</p> <p>Subitise</p> <p>More</p> <p>Less</p> <p>Greater</p> <p>Fewer</p> <p>Square</p> <p>Rectangle</p> <p>Day</p> <p>Night</p> <p>Sequence</p> <p>Order</p>	<p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening)</p>
<p>Science</p> <p>Seasonal changes</p> <p>Materials</p> <p>(Light and dark)</p> <p>(Types of materials)</p>	<p>Understanding the World (The Natural World)</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including seasons.</p> <p>Expressive Arts and Design (Creating with materials)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Communication and Language (Listening, attention and understanding)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, feel and hear whilst outside.</p> <p>Name the 4 seasons and understand the effect of the changing seasons on the natural world around them.</p> <p>Explore a range of different materials to determine their different properties.</p> <p>Complete simple tests.</p> <p>Make predictions.</p>	<p>Seasons (spring, summer, autumn, winter)</p> <p>Weather</p> <p>Changes</p> <p>Plants</p> <p>Animals</p> <p>Materials</p> <p>Metal</p> <p>Wood</p> <p>Plastic</p> <p>Textile/material</p> <p>Feel</p> <p>Stretch</p> <p>Light</p> <p>Dark</p> <p>Shadow</p>	<p>Science - seasonal changes</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how the length of day varies</p> <p>Science (Working scientifically)</p> <p>Observe closely using simple equipment</p> <p>Perform simple tests</p> <p>Identify and classify</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Science (seasonal changes)</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how the length of day varies</p> <p>Science (Working scientifically)</p> <p>Observe closely using simple equipment</p>

	Offer explanations of why things might happen, making use of recently introduced vocabulary.	Use the correct vocabulary to explain their findings.		Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Science (everyday materials) Identify and name a variety of everyday materials Describe the simple physical properties of everyday materials Compare and group together everyday materials based on their physical properties
History The story of Guy Fawkes Remembrance Christmas traditions	Understanding the World (Past and Present) 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 Expressive Arts and Design (Creating with Materials) Make use of props and materials when role playing characters in narratives and stories	Comment on images of familiar situations from the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways. Understand that Guy Fawkes was a real person who lived a long time ago.	Guy Fawkes London King James Gunpowder Barrel Houses of Parliament Government Bonfire Firework Past War Battle Soldier Poppy Remember Tradition Old Modern Before	History Have an awareness of the past using common words and phrases relating to the passing of time. Understand events beyond living memory which are significant nationally or globally Talk about the lives of significant individuals in the past Talk about changes within living memory

		<p>Retell the story of Guy Fawkes and explain how the story links to Bonfire night.</p> <p>Understand the word Remembrance.</p> <p>Study historical photographs and compare to modern day.</p> <p>Explain the significance of wearing a poppy.</p> <p>Understand the word tradition.</p> <p>Talk about family traditions including those in their own lifetime and things from before they were born.</p> <p>Sequence events.</p>	<p>History</p> <p>Sequence</p> <p>Order</p> <p>Timeline</p>	
<p>RE (Understanding Christianity Foundation)</p> <p>Incarnation</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Understanding the World (People, Culture and Communities)</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>	<p>Identify that Jesus was a special person in the Bible</p> <p>Understand why Christians celebrate the birth of Jesus with nativity plays</p> <p>Retell the story of the birth of Jesus</p>	<p>Christian Bible</p> <p>Advent</p> <p>Christmas</p> <p>Church</p> <p>Nativity</p> <p>Bethlehem</p> <p>God</p> <p>Jesus</p> <p>Angel</p>	<p>Understanding Christianity – Key Stage 1 Incarnation.</p> <p>Why does Christmas matter to Christians?</p>

	non fiction texts and (where appropriate) maps.	Discuss how Christians celebrate the birth of Jesus at Christmas	Shepherd Innkeeper Wise man Stable Manger	
ICT <u>Using a computer.</u> Investigating software on the class computer.	Physical Development (Fine motor) Use a range of small tools. Personal, Social and Emotional Development (Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	To identify what a keyboard is and how to locate relevant keys. To use the mouse to use a simple computer programme. To create a piece of digital art using a paint package.	Arrow Click Cursor Drag Drop Keyboard Left Click Letters Monitor Mouse Numbers Paint Right Type	Computing To understand that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programmes Use technology to create, organise, store, manipulate and retrieve digital content
PE (Get Set for PE) Fundamentals Unit 2	Physical Development (Gross Motor Skills) 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. Personal, Social and Emotional Development (Managing Self)	Develop balancing. Develop running and stopping. Develop changing direction. Develop jumping. Develop hopping. Explore different ways to travel using equipment.	Balance Bend Crawl Fast Hop Jump Land Rules Run, Safely	Physical Education 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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Personal, Social and Emotional Development (Managing Self)</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p>		<p>Slide</p> <p>Slow</p> <p>Stop</p> <p>Travel</p>	
<p>PSHE</p> <p>(Jigsaw curriculum - Reception)</p> <p>Celebrating Difference</p>	<p>Personal, Social and Emotional Regulation (Self-Regulation)</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Personal, Social and Emotional Development (Building relationships)</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Personal, Social and Emotional Development (Managing Self)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and talk about others successes</p> <p>Identify in some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their families and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone</p>	<p>Kind</p> <p>Different</p> <p>Rights</p> <p>Special</p> <p>Proud</p> <p>Friends</p> <p>Similar</p> <p>Happy</p> <p>Sad</p> <p>Frightened</p> <p>Angry</p> <p>Family</p>	<p>Celebrating Difference (Jigsaw curriculum) Year 1</p> <p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or unhappy</p> <p>Know skills to make friendships</p> <p>Know people are unique and it is okay to be different</p>

	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Understanding of the World (Past and Present)</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Understanding the World (People, Culture and Communities)</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and (where appropriate) maps.</p>	<p>else is upset, frightened or angry</p>		
<p>Music (Get Set for Music) Circus Unit 2</p>	<p>Communication and Language (Listening, Attention and Understanding)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>(Speaking)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Personal, Social and Emotional Development (Building Relationships)</p>	<p>Explore movement and sounds of the circus.</p> <p>Sing, move and play to the pulse.</p> <p>Describe music and respond through movement.</p> <p>Perform simple rhythms.</p> <p>Improvise on instruments in a small group.</p>	<p>Beat Composer Sound Effect, Hit, Pulse Shake Scrape Fast Slow High Low</p>	<p>Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play untuned instruments musically</p> <p>Listen with concentration and understanding to a range of music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

	<p>Work and play cooperatively and take turns with others.</p> <p>Expressive Arts and Design (Being Imaginative and Expressive)</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Perform using the skills they have learnt.</p>	<p>Loud</p> <p>Quiet</p> <p>Rhythm</p> <p>Ta</p> <p>Titi</p> <p>Band</p> <p>Instruments Perform</p>	
<p>Art</p> <p>Celebrations</p> <p>Print</p> <p>Draw</p> <p>Sculpture</p> <p>Use an explore a range of art tools and materials.</p> <p>Draw, print and make.</p> <p>Build with clay.</p>	<p>Expressive Arts and Design (Creating with Materials)</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>Physical Development (Fine Motor Skills)</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Use a variety of tools to practise printing with.</p> <p>Understand that printing is useful because we can create the exact same image over and over again.</p> <p>Print with natural objects, found objects, sponges, rollers, and textured items.</p> <p>Use printing tools and paint effects to create a firework picture.</p> <p>Make a pinch pot with clay or salt dough by</p>	<p>Paint</p> <p>Print</p> <p>Paintbrush</p> <p>Acrylic</p> <p>Press</p> <p>Turn</p> <p>Repeat</p> <p>Dip</p> <p>Shape</p> <p>Texture</p> <p>pattern</p> <p>Colour words</p> <p>Squeeze, roll, press,</p> <p>pinch</p> <p>Clay</p> <p>Salt dough</p> <p>Soft</p> <p>Wet</p> <p>Dry</p> <p>Hard</p> <p>Form</p>	<p>Art and Design</p> <p>Use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

		<p>rolling, pressing and squeezing.</p> <p>Decorate the pot in the style of a diva lamp using acrylics paint.</p> <p>Make and craft Christmas cards and decorations</p>	<p>Smooth Sparkle Glittery Special</p>	
<p>DT <u>Structures</u> Junk modelling <u>Seasonal projects</u> (Hibernation boxes, Santa sliding chimney)</p>	<p>Physical Development (Fine Motor Skills) Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Expressive Arts and Design (Creating with Materials) 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>Personal, Social and Emotional Development (Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Understanding the World (The Natural World)</p>	<p>Make verbal plans and material choices. Describe and develop their own creation. Develop motor/scissor skills with a variety of materials. Join different materials in a variety of ways (temporary and permanent). Give a verbal evaluation of their own and others' creations with adult support. Check to see if their creation matches their plan. Consider what they would do differently if they were to do it again.</p>	<p>Create Design Make Evaluate Join Cut Scissors Glue Tape Size Measure Length Height Sliding mechanism Sliding picture Collage Decorate Materials Paper Card Plastic Fabric</p>	<p>Design and Technology – design 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>Design and Technology - make 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>Design and Technology – evaluate</p>

	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them including seasons.</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>Textiles Wood Metal Season Autumn Winter Hibernate/hibernation</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>Design and Technology - Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
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