



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.

| Spring 2 - Explorers | | | | |
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| Subject Content | Early Learning Goals | Key Skills | Key Vocabulary | Next Steps Progression (KS1 National Curriculum) |
| English (Little Wandle Phase 3) 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 known letter-sound correspondences. Read simple phrases and sentences made up | Phonics Phoneme Grapheme Digraph Trigraph Blend Segment Prosody Comprehension Questions Sentence | 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. |

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| | <p>Spell words by identifying sound in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences which can be read by others.</p> <p>PD (Fine motor skills)</p> <p>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.</p> <p>Read a few common exception words.</p> <p>Read some letters groups that each represent one sound and say sounds for them.</p> <p>Segmenting to spell words by identifying the sounds and then writing the sound with letters.</p> <p>Write short sentences with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Develop small motor skills so they can use pencils effectively for writing with the correct grip.</p> | <p>Finger space</p> <p>Full stop</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Compound words</p> <p>Chunk</p> <p>Syllable</p> <p>Plural</p> | <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Writing – transcription.</p> <p>Spell words containing phonemes already taught and common exception words.</p> <p>Name the letters of the alphabet.</p> <p>Writing – handwriting.</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> |
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| | | Form lower-case and capital letters correctly. | | |
| <p>English Comprehension (Drawing Club)</p> | <p>Literacy (comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives in their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. 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) 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>Communication and Language (Speaking) 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</p> | <p>Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and explain their understanding of the text, articulating their ideas and thoughts in well-formed sentences. 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.</p> | <p>Fiction Non-fiction Traditional tale Rhyme Character Setting Prediction Sequence Fact Information</p> | <p>Reading – comprehension. 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. |

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| | <p>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 use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</p> | <p>Explore and use new vocabulary.</p> <p>Listen to and talk about non-fiction books to develop familiarity with new knowledge and vocabulary.</p> | | <ul style="list-style-type: none"> - checking that the text makes sense to them as they read and correcting inaccurate reading. - discussing the significance of the title and events. - 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. <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> |
| <p>Mathematics (White Rose Education Early Years)</p> <p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p> | <p>Mathematics (Number)</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall number bonds to 5 (including some subtraction facts) and some number bonds to 10 including double facts.</p> <p>Mathematics (Numerical patterns)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> | <p>Count objects, actions and sounds.</p> <p>Link the numeral with its cardinal number value.</p> <p>Subitise.</p> <p>Compare numbers.</p> <p>Identify, represent and numbers 0 – 10.</p> <p>Explore the composition of numbers 0 – 10.</p> <p>Understand the “one more than/one less</p> | <p>Count</p> <p>Number</p> <p>Numeral</p> <p>Altogether</p> <p>Subitise</p> <p>More</p> <p>Less</p> <p>Greater</p> <p>Fewer</p> <p>Odd</p> <p>Even</p> <p>Double</p> <p>Pair</p> <p>Measure</p> | <p>Maths – number and place value.</p> <p>Count to 100 beginning with 0 or 1.</p> <p>Count, read and write numbers to 100.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations and use the language of equal to, more than, less than, fewer, most, least.</p> <p>Read and write numbers 1-20</p> <p>Maths – measurement</p> <p>Compare, describe and solve practical problems for:</p> |

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| | <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how numbers can be distributed evenly.</p> | <p>than" relationship between consecutive numbers. Automatically recall number bonds for numbers 0-5 and some to 10. Identify doubles and odd and even numbers within 10. Compare length and height. Sequence events in chronological order. Understand and use time related language appropriately. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Identify 3D shapes and talk about their properties. Identify them in the environment Identify, copy and continue patterns. Identify patterns in the environment</p> | <p>Size Bigger/smaller Longer/shorter Taller/shorter Length Height Time Order Sequence Before After Next First, Today Yesterday Tomorrow Morning Afternoon Evening Day Week Month Year Minute Hour Clock Calendar 3D shape Solid Face Edge Point Pattern</p> | <p>Lengths and heights (long/short, tall/short, double/half) Time (quicker, slower, earlier, later) Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) Maths – Geometry properties of shapes Recognise and name common 2D and 3D shapes. Maths – Geometry position and direction Describe position, direction and movement.</p> |
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| | | | Repeat Position Direction | |
| Science Seasonal changes | Understanding the World (The Natural World) 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 and changing states of matter. Communication and Language (Listening, attention and understanding) Make comments about what they have heard and ask questions to clarify their understanding. Speaking Offer explanations of why things might happen, making use of recently introduced vocabulary. | 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. | Seasons (spring, summer, autumn, winter) Weather Changes Plants Animals | Science - seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how the length of day varies Science (Working scientifically) Observe closely using simple equipment Identify and classify Use observations and ideas to suggest answers to questions Observe closely using simple equipment |
| History Significant people in history Explorers (James Cook, Robert Falcon Scott, Ernest Shackleton, Ameila | 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 that these events happened before they were born. Use historical photographs and non fiction texts to | Explorer Inventor Technology History Past Remember Long ago | 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 |

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| <p>Earhart, Neil Armstrong) Inventors (The Wright Brothers)</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Expressive Arts and Design (Creating with Materials) Make use of props and materials when role playing characters in narratives and stories.</p> <p>Communication and Language (Listening, attention and understanding) 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.</p> <p>Speaking Offer explanations of why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</p> | <p>investigate what life was like in the past. Understand why these events/people were significant. Talk about how these events have impacted our lives today.</p> | <p>Before Old First Timeline</p> | <p>Talk about the lives of significant individuals in the past Talk about changes within living memory</p> |
| <p>RE (Understanding Christianity - Foundation) Salvation – Why do Christians put a cross in the Easter garden?</p> | <p>Understanding the World (People, Culture and Communities) 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 (where appropriate) maps.</p> | <p>Identify that Jesus was a special person in the Bible. Understand why Easter is a special celebration for Christians. Sequence the main events of the Easter story. Understand that Christians believe Jesus</p> | <p>Christian Bible Old and New Testament Church God Jesus Shrove Tuesday Ash Wednesday Lent Palm Sunday Good Friday</p> | <p>Understanding Christianity Key Stage 1 Salvation – Why is Easter important to Christians?</p> |

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| | <p>Expressive Arts and Design (Creating with Materials) Make use of props and materials when role playing characters in narratives and stories.</p> <p>Communication and Language (Listening, attention and understanding) 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.</p> <p>Speaking Offer explanations of why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</p> | <p>did not die at Easter but rose again to give new life. Understand the links between the Easter celebration and new life in the spring. Discuss how Easter is celebrated by Christians.</p> | <p>Easter Sunday Holy Week Temptation Cross Tomb Last Supper Betray Temple Judas Hosanna Dead Alive Rose New life</p> | |
| <p>ICT <u>Programming Bee-Bots</u> The meaning of directional. To experiment with programming a Bee-Bot and introduce relevant vocabulary.</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. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Personal, Social and Emotional (Self Regulation) Give focused attention of 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>To follow a simple set of instructions. To give simple commands. To follow an algorithm as part of an unplugged game and learn to debug instructions when things go wrong.</p> | <p>Arrow Back Backwards Beebot Debug Direction Directions Forward Instructions Left Program Right Route Sequence Straight On</p> | <p>Computing To understand what algorithms are and how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. To create and debug programs. To use logical reasoning to predict the behaviour of simple programs</p> |

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| <p>PE (Get Set for PE) Dance Unit 2</p> | <p>Communication and Language (Listening, Attention and Understanding)– Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Communication and Language (Speaking) - 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 (Self-Regulation) Give focussed 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>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>Personal, Social and Emotional Development (Building Relationships) Work and play cooperatively and take turns with others.</p> <p>Physical Development (Gross motor)</p> | <p>Copy, repeat and explore actions in response to a theme. Explore and remember actions considering level, shape and direction. Explore movement using a prop with control and coordination. Remember and repeat actions moving in time to the music. Explore actions in response to a theme and begin to use counts.</p> | <p>Action Counts Direction Finish position High Low Move Quickly Shape Slowly Space start position Travel</p> | <p>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. Perform dances using simple movement patterns.</p> |

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| | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dance, hopping, skipping and climbing.</p> <p>Expressive Arts and Design (Being imaginative and expressive)</p> <p>Perform songs and rhymes with others and try to move in time with music.</p> | | | |
| <p>PSHE (Jigsaw curriculum – Reception) Healthy Me</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>Show sensitivity to their own and other’s 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>Recognise how exercise makes them feel.</p> <p>Recognise how different foods can make them feel.</p> <p>Explain what they need to do to stay healthy.</p> <p>Discuss and give examples of healthy food choices.</p> <p>Explain how they might feel if they don’t get enough sleep</p> <p>Explain what to do if a stranger approaches them</p> | <p>Healthy</p> <p>Exercise</p> <p>Energy</p> <p>Tired</p> <p>Head</p> <p>Shoulders</p> <p>Knees</p> <p>Toes</p> <p>Sleep</p> <p>Wash</p> <p>Clean</p> <p>Stranger</p> <p>Scared</p> <p>Trust</p> <p>Safer Building</p> <p>Safer Stranger</p> | <p>Healthy Me (Jigsaw curriculum Year 1)</p> <p>Know the difference between healthy and unhealthy.</p> <p>Know some ways to keep healthy.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Know how to keep themselves clean and healthy,</p> <p>Know that germs cause disease/illness,</p> <p>Know that all household products can be harmful if not used properly.</p> <p>Know that medicines can help you if you are poorly.</p> <p>Know how to keep safe when crossing the road.</p> <p>Know about people who can keep them safe.</p> |

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| | <p>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>Understanding of the World (Past and Present) Talk about the lives of people around them and their roles in society.</p> <p>Physical Development (Gross Motor Skills) Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p> | | | |
| <p>Music (Get Set for Music) Space Unit 2</p> | <p>Communication and Language (Listening, Attention and Understanding) Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Communication and Language (Speaking) 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) Work and play cooperatively and take turns with others.</p> | <p>Anticipate and talk about changes in the music including changes in tempo and dynamics. Compose a short piece of music based on a theme. Explore pitch and written music. Sing melodies and respond to written music.</p> | <p>Louder Quieter Quicker Slower Sing Sound Speak Higher Lower Pitch Score Beat Pulse Action</p> | <p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes 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> |

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| | <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>Explore listening, moving and playing to the beat.</p> <p>Respond to music expressing my thoughts and feelings.</p> | <p>Slow</p> | |
| <p>Art</p> <p>Easter and Spring</p> <p><u>Disciplines</u></p> <p>Make/craft</p> <p>Paint</p> <p>Explore weaving</p> <p>Explore simple wax resist techniques</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>Understand that weaving can be done with a variety of materials such as paper, string, fibres and ribbon.</p> <p>Understand that the act of weaving is a repeated action of over and under or in and out.</p> <p>Explore weaving with a variety of materials.</p> <p>Weave on a flat surface.</p> <p>Weave on a 3D structure.</p> <p>Use weaving to create/decorate an Easter basket or pot</p> <p>Try out a wax resist technique with oil pastels and inks/watercolour.</p> | <p>Weave</p> <p>Thread</p> <p>Move twist tie</p> <p>Up down above under</p> <p>In out around through</p> <p>Decorate</p> <p>Ribbon</p> <p>String</p> <p>Paper card</p> <p>Twine</p> <p>Wool</p> <p>Fabric</p> <p>Oil wax</p> <p>Watercolour</p> <p>Flat</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>Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> |

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| <p>DT <u>Structures</u> (Junk modelling) <u>Seasonal projects</u> (Hanging egg decoration) (Flower threading)</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.</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) 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>Understanding the World (People, Culture and Communities) 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>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. Describe their favourite and least favourite part of their creation. Know there are a range to different materials that can be used to make things with and that they have different purposes.</p> | <p>Create Design Make Evaluate Join (temporary/permanent) Cut Scissors Glue Tape Collage Punch Pinch Thread Push Pull Through Under Over Up Down Ribbon Size Measure Decorate Pattern 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 and textiles according to their functional properties and aesthetic qualities.</p> <p>Design and Technology – evaluate Investigate and analyse a range of existing products. 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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> |

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| | | Make simple suggestions to fix their creation. | Textiles Wood Metal Wool | |
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