



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.

Summer 1 – Growing and Changing				
Subject Content	Early Learning Goals	Key Skills	Key Vocabulary	Next Steps Progression (KS1 National Curriculum)
English (Little Wandle Phase 4) 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.

	<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.

	<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) To 20 and beyond How many more? Sharing and grouping</p>	<p>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 (including some subtraction facts) and some number bonds to 10 including double facts. Mathematics (Numerical patterns) Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is</p>	<p>Count objects, actions and sounds. Link the numeral with its cardinal number value. Count beyond 10. Subitise. Compare numbers. Identify, represent and numbers 0 – 10. Explore the composition of numbers 0 – 10.</p>	<p>Count Number Numeral Digits Altogether Subitise More Less Greater Fewer Odd Even Double Pair</p>	<p>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 – number addition and subtraction. Solve one step problems involving addition and subtraction using concrete objects and pictorial representations.</p>

	<p>greater than, less than or the same as the other quantity.</p> <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>Understand the “one more than/one less than” relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Identify doubles and odd and even numbers within 10.</p> <p>Build numbers beyond 10 (10-20).</p> <p>Continue patterns beyond 10 (10-20).</p> <p>Learn to add 2 quantities using pictures and objects.</p> <p>Understand that the total gets bigger when adding to a quantity.</p> <p>Learn to subtract a quantity using pictures and objects.</p> <p>Understand when subtracting the number you started with gets smaller.</p>	<p>Add</p> <p>Addition</p> <p>Subtract</p> <p>Subtraction</p> <p>Take away</p> <p>Equals</p> <p>Number sentence</p> <p>Share</p> <p>Group</p> <p>Fair</p> <p>Unfair</p> <p>Equal</p> <p>Remainder</p>	<p>Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</p> <p>Maths – number multiplication and division.</p> <p>Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p>Maths – number fractions.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>
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		<p>Record an addition and subtraction number sentence.</p> <p>Explore sharing and grouping.</p> <p>Investigate whether numbers can be shared or grouped equally.</p>		
<p>Science</p> <p>Seasonal changes</p> <p>Plants</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>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.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</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>Offer explanations of why things might happen, making use of recently introduced vocabulary.</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>Recognise that some environments are different to the one in which they live.</p> <p>Name some common plants.</p> <p>Identify the main parts of a plant.</p> <p>Investigate by carrying out a simple experiment what a plant needs to grow.</p>	<p>Seasons (spring, summer, autumn, winter)</p> <p>Weather</p> <p>Changes</p> <p>Plants</p> <p>Animals</p> <p>Seed</p> <p>Root</p> <p>Leaf</p> <p>Stem</p> <p>Flower</p> <p>Grow</p> <p>Light</p> <p>Water</p> <p>Soil</p> <p>Experiment</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>Asking simple questions and recognising that they can be answered in different ways.</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>Gathering and recording data to help in answering questions.</p> <p>Science – plants.</p> <p>Identify and name common wild and garden plants including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants and trees.</p>

<p>RE (Understanding Christianity - Foundation) God/Creation Why is the word God important to Christians?</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>Understanding the World (The Natural World) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Expressive Arts and Design (Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</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>Understand that Christians believe God created the world and all living things. Understand that Christians consider that God is Holy and what this means. Recall the Creation story and talk about some of the things God created. Discuss the different ways that Christians thank God for creating the world. Create a thank you prayer. Discuss what we can do to care for the natural world.</p>	<p>Christian Bible Old and New Testament Church God Jesus Holy Create Creation Living Thankful Prayer</p>	<p>Understanding Christianity Key Stage 1 God – What do Christians believe God is like?</p>
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	<p>Speaking Offer explanations of why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</p>			
<p>ICT <u>Exploring hardware</u> Exploring hardware such as the metal detectors, voice recorders and digital cameras.</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. 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>Understand that technology can be used for a purpose. Use the correct vocabulary when using technology. Locate metal objects using a device. Record a voice using a device. Take a meaningful photograph using a device.</p>	<p>Batteries Buttons Camera Digital Image IPad Keyboard Keys Memory Mobile phones Monitor Mouse Off On Photograph, Picture Point Power Pull Push Records Remote control Walkie-talkie</p>	<p>Computing Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>
<p>PE (Get Set for PE) Ball Skills 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.</p>	<p>To develop rolling and tracking a ball. To develop accuracy when throwing at a target.</p>	<p>Ball Bounce Catch Dribbling Hit</p>	<p>Physical Education Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>

	<p>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) Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dance, hopping, skipping and climbing.</p>	<p>To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball at a target.</p>	<p>Kick Partner Points Ready Roll Run Score Target Throw</p>	<p>and begin to apply these in a range of activities. Participate in team games showing simple tactics for attacking and defending.</p>
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<p>PSHE (Jigsaw curriculum – Reception) Relationships</p>	<p>Personal, Social and Emotional Regulation (Self-Regulation) 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>Personal, Social and Emotional Development (Building relationships) Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other’s needs.</p> <p>Personal, Social and Emotional Development (Managing Self) Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Understanding of the World (Past and Present) Talk about the lives of people around them and their roles in society.</p>	<p>Identify what jobs they and other family members do. Discuss how to make a friend or help someone who is lonely. Investigate different ways to mend a friendship. Recognise what being angry feels like and how to use “Calm me” time.</p>	<p>Family Jobs Relationship Friend Lonely Argue Fall-out Words Feelings Angry Upset Calm me Breathing</p>	<p>Relationships (Jigsaw curriculum Year 1) Know that everyone’s family is different. Know there are lots of different types of families. Know that families are founded on belonging, love and care. Know how to make a friend. Know the characteristics of healthy and safe friends. Know that physical contact can be used as a greeting. Know about the different people in the school community and how they help. Know who to ask for help in the school community.</p>
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<p>Music (Get Set for Music) Minibeasts 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>Expressive Arts and Design (Being Imaginative and Expressive) 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>Listen to music and respond by talking, moving and mark making. Develop the singing voice and create simple actions to accompany song. Play percussion instruments to accompany a song. Respond appropriately to written symbols and create simple rhythms. Make comparisons about music. Create music based on a theme.</p>	<p>High Low Pitch Action Sing Instruments Play Beat Pulse Rhythm Fast Slow Loud Quiet</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>
<p>Art <u>Disciplines.</u> Sketching Collage Explore collage and mixed media techniques.</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>Physical Development (Fine Motor Skills) Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Investigate the work of the famous artists/illustrator Eric Carle. Identify key features in his work: bright colours, textures, collage. Create a butterfly collage with similar features to Eric Carle’s work.</p>	<p>Draw Sketch Paint Line Dot Dash Crayon Pastel Features Colour words Collage</p>	<p>Art and Design Use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>

<p>Draw a realistic representation of a plant.</p>	<p>Begin to show accuracy and care when drawing. Understanding the World (The Natural World) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Observe a plant carefully. Sketch the lines and shapes of the plant. Use realistic colours to add detail to their plant sketches.</p>	<p>Realistic Art Artist Tissue paper Layer</p>	<p>practices and disciplines, and making links to their own work.</p>
<p>DT <u>Structures</u> (Junk modelling) <u>Textiles</u> (Bookmarks)</p>	<p>Physical Development (Fine Motor Skills) Use a range of small tools, including scissors, paintbrushes and cutlery. 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. 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>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 (temporary/permanent) Cut Scissors Glue Tape Measure Decorate Materials Paper Card Plastic Fabric Textiles Wood Metal Wool Hessian Sew Weave</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. 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. Design and Technology – evaluate Investigate and analyse a range of existing products.</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>Develop weaving and threading skills.</p> <p>Understand that a range of materials can be used for weaving and threading.</p> <p>Apply weaving and threading skills to design, create and evaluate a bookmark.</p>	<p>Thread Needle</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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
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