



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 2 – 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 of 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 – Reception)</p> <p>Manipulate, compose and decompose.</p> <p>Visualise, build and map.</p>	<p>Mathematics (Numerical patterns)</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>Select shapes for a purpose.</p> <p>Rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Talk about the arrangements of shapes.</p> <p>Compose and decompose shapes.</p> <p>Copy 2D shape pictures.</p> <p>Spot 2D shapes on 3D shapes.</p>	<p>2D shape</p> <p>3D shape</p> <p>Flat</p> <p>Solid</p> <p>Face</p> <p>Edge</p> <p>Point</p> <p>Side</p> <p>Pattern</p> <p>Repeat</p> <p>Position</p> <p>Direction</p> <p>Turn / Rotate</p> <p>Instructions</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> <p>Maths – geometry properties of shapes.</p> <p>Recognise and name common 2D and 3D shapes.</p> <p>Maths – Geometry position and direction</p> <p>Describe position, direction and movement.</p>

		<p>Identify units of a repeating pattern. Create and explore pattern rules. Follow instructions to replicate and build scenes and constructions. Visualise and describe position. Explore maps and create and represent their own maps.</p>	<p>Order Represent</p>	
<p>Science Seasonal changes Animals</p>	<p>Understanding the World (The Natural World) Explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. Communication and Language (Listening, attention and understanding)</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. Recognise that some environments are different to the one in which they live. Identify some characteristics of</p>	<p>Seasons (spring, summer, autumn, winter) Weather Changes Plants Animals Mammals Birds Reptiles Fish Insects Grow Change Eggs Live babies Warm blooded</p>	<p>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) Asking simple questions and recognising that they can be answered in different ways. Observe closely using simple equipment Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Science – animals.</p>

	<p>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.</p>	<p>different classifications of animals. Sort animals into different classifications. Discuss how different animals are born and how they change as they grow. Discuss what an animal needs to keep healthy.</p>	<p>Cold blooded Food Water Sleep Shelter Home Nest Fur Skin Feathers Scales Beak Claws</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals.</p>
<p>Geography Local Geography – Abberley village</p>	<p>Understanding of the World (People, Culture and Communities) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understanding of the World (The Natural World) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Identify local familiar features on aerial photographs and maps and relate them to the real world. To be able to draw a simple map of Abberley and add labels or a key.</p>	<p>Local Map Key Label Aerial photograph Village Road Stream School Church House Cottage Field Farm Shop Post Office</p>	<p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present human and physical features in the local area.</p>

<p>History Local History – Abberley village</p>	<p>Understanding of the World (Past and Present) Talk about the lives of people around them and their roles in society Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books, read in class and storytelling.</p>	<p>To understand that events happened in the past To understand that life was different in the past and talk about some of the similarities and differences. To talk about what they observe from looking at historical photographs, pictures or objects. To create a simple timeline.</p>	<p>Past Old New History Parents Grandparents Victorian Queen Victoria Timeline</p>	<p>History Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>
<p>RE (Worcestershire Agreed Syllabus – Foundation) Which places are special and why?</p>	<p>Understanding of the World (People, Culture and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. Understanding of the World (Past and Present)</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.</p>	<p>Christian Bible Church God Jesus Cross Steeple Stained glass window Alter Pew Candle Bread Wine Font Islam Muslim Quran</p>	<p>Worcestershire Agreed Syllabus Key Stage 1 What makes some places sacred to believers?</p>

	<p>Talk about the lives of the people around them and their roles in society.</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>Speaking Offer explanations of why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</p>	<p>Create a thank you prayer.</p> <p>Discuss what we can do to care for the natural world.</p>	<p>Mosque Prayer hall Prayer mat Minaret Ablution area Wudu Dome Mekkah Mosaic Mihrab Muhammed Respect Holy</p>	
<p>ICT <u>Using a computer</u> Investigating software on the class computer.</p> <p><u>Programming Bee-Bots</u> The meaning of directional. To experiment with programming a Bee-</p>	<p>Physical Development (Fine motor) Use a range of small tools.</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)</p>	<p>Use the mouse to use a simple computer programme. Use a keyboard to use a simple computer programme. Discuss that computer programmes can be used to present information.</p>	<p>Arrow Click Cursor Data Drag Drop Keyboard Left Letters Monitor Mouse</p>	<p>Computing To understand that programs execute by following precise and unambiguous instructions. Use technology to create, organise, store, manipulate and retrieve digital content. To understand what algorithms are and how they are implemented as programs on digital devices. To create and debug programs.</p>

<p>Bot and introduce relevant vocabulary.</p>	<p>Give focused attention to what the teacher says, responding appropriately, even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>	<p>Produce a pictogram using a simple computer programme with the support of an adult. 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>Numbers Pictogram Record Right Type Arrow Back Backwards Beebot Debug Direction Directions Forward Instructions Left Program Right Route Sequence Straight On Turn</p>	<p>To use logical reasoning to predict the behaviour of simple programs.</p>
<p>PE (Get Set for PE) Games Unit 2</p>	<p>Communication and Language (Listening, Attention and Understanding)– Listen attentively and respond to what they</p>	<p>Aim when throwing and practise keeping score.</p>	<p>Aim Caught Game</p>	<p>Physical Education Master basic movements including running, jumping, throwing and catching, as well as</p>

	<p>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. Explain the reasons for rules, know right from wrong and try to behave accordingly.</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.</p>	<p>Follow instructions and move safely when playing tagging games. Learn to play against a partner. Develop coordination and learn to play by the rules. Explore striking a ball and keeping score. Work cooperatively as a team.</p>	<p>Hit Hop Jump Lose Partner Pass Points Ready Rules Run Safely Score Stop Tag Target Team Throw Win</p>	<p>developing balance, agility and co-ordination, 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>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dance, hopping, skipping and climbing.</p>			
<p>PSHE (Jigsaw curriculum - Reception) Changing Me</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 how they have changed from a baby. Discuss what might change for them when they get older. Recognise that changing class can illicit happy/sad emotions. Discuss how they feel about changing class/growing up. Identify positive memories from the past year in school/home.</p>	<p>Eye Foot Eyebrow Forehead Ear Mouth Arm Leg Chest Knee Nose Tongue Finger Toe Stomach Hand Baby Grown-up Adult Change Worry Excited Memories</p>	<p>Changing Me (Jigsaw curriculum Year 1) Know that animals including humans have a life cycle. Know that changes happen when we grow up. Know that people grow up at different rates. Know there are correct names for private body parts. Know which parts of the body are private and that they belong to that person and nobody has the right to hurt them. Know who to ask for help if they are worried or frightened. Know that learning brings about change.</p>

<p>Music (Get Set for Music) Deep Blue Sea 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>Sing alone and with others with an awareness of pitch. Move to music and respond appropriately to different sounds. Explore different sounds made by instruments and describe them. Begin to develop pulse and rhythm. Respond appropriately to written symbols.</p>	<p>High Low Pitch Sing Conductor Sound Beat Instrument Pulse Rhythm Mi So</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> Draw Paint Sculpture Create in 3D</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)</p>	<p>Children create a 3D insect model/sculpture using a variety of materials.</p>	<p>Draw Sketch Paint Line Dot Dash Crayon Pastel</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.</p>

	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</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>Features Colour words Collage Realistic Art Artist Tissue paper Layer Build Join Wire Model sculpture 3D</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>
<p>DT <u>Structures</u> (Junk modelling) <u>Seasonal activities</u> (Design and create a rainbow salad)</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>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.</p>	<p>Create Design Make Evaluate Join (temporary/permanent) Cut Scissors Glue Tape Measure Decorate Materials Paper Card Plastic Fabric Textiles Wood</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</p>

		<p>Consider what they would do differently if they were to do it again.</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>Name some common fruits and vegetables.</p> <p>Discuss what constitutes a healthy diet.</p> <p>Design, make and evaluate a rainbow salad.</p>	<p>Metal</p> <p>Wool</p> <p>Healthy</p> <p>Balanced diet</p> <p>Healthy eating</p> <p>Healthy lifestyle</p> <p>Mind</p> <p>Body</p> <p>Brain</p> <p>Fruit and vegetable names</p> <p>Knife</p> <p>Chopping board</p>	<p>to their functional properties and aesthetic qualities.</p> <p>Design and Technology – evaluate</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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Cooking and nutrition.</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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