

EYFS Curriculum Overview



Context: A fully immersive and aspirational themed curriculum, where all children make secure links to new and prior knowledge, in all areas of the EYFS curriculum.

It is essential that throughout the year objectives are revisited to consolidate knowledge and understanding.

When children are fully secured in the Early Years Objectives additional challenge can be provided when and where appropriate to deepen their understanding and knowledge in order to prepare them for the Key Stage One curriculum.

Curriculum Areas and Objectives

Maths	<p>To be able to recite numbers past 5 up to 10.</p> <p>To be able to count objects, actions and sounds.</p> <p>To be able to say one number for each item in order.</p> <p>To be able to use fingers to show numbers up to 5.</p> <p>To link the numeral to the cardinal value up to 5.</p> <p>To be able to experiment with own symbols and marks.</p> <p>To be able to extend and create ABAB patterns.</p>	<p>To be able to link numerals and amounts.</p> <p>To be able to order numbers to 5.</p> <p>To talk about and explore 2D shapes using informal and mathematical language.</p> <p>To begin to use mathematical names for 2D shapes and describe.</p> <p>To be able to use positional language.</p> <p>To be able to make comparisons between objects relating to size and length.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p>	<p>To be able to recognise up to 3 objects, without having to count them individually ('subitising').</p> <p>To be able to compare quantities using language such as greater than, less than and the same as.</p> <p>To be able to notice and correct an error in a repeating pattern.</p> <p>To link the numeral to the cardinal value up to 10.</p> <p>To be able to continue, copy and create repeating patterns.</p> <p>To be able to understand one more and one less than.</p> <p>To begin to understand the composition of numbers up to 10.</p> <p>To be able to order numbers 1-10.</p>	<p>To be able to subitise up to 5.</p> <p>To begin to describe a sequence of events using first, next...</p> <p>To be able to count beyond 10.</p> <p>To be able to compare numbers to 10.</p> <p>To be able to find the total number of items in two groups by counting them all.</p> <p>To begin to use vocabulary involving addition and subtraction.</p> <p>To be able to add 2 single digit numbers.</p> <p>To be able to subtract 2 single digit numbers.</p>	<p>To be able to solve real world mathematical problems up to 5.</p> <p>To talk about and explore 3D shapes using informal and mathematical language.</p> <p>To begin to use mathematical names for 3D shapes and describe.</p> <p>To be able to make comparisons between objects relating to capacity and weight.</p> <p>To be able to automatically recall some number bonds to 10.</p> <p>To be able to automatically recall number bonds to 5.</p> <p>To be able to solve problems involving sharing equally.</p>	<p>To be able to explore and represent patterns within numbers up to 10.</p> <p>To be able to recognise the pattern of the counting system.</p> <p>To have a deep understanding of numbers to 10.</p> <p>To understand the composition of numbers 0-10.</p> <p>To know number bonds to 10.</p> <p>To be able to automatically recall some double facts to 10.</p> <p>To be able to solve problems involving doubling.</p> <p>To understand and identify odd and even numbers.</p> <p>To be able to use everyday language related to time.</p>
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		To understand the composition of numbers 0-5.			To be able to verbally count beyond 20.	To be able to order numbers to 20.
Reading	<p>To know which way round to hold the book and where we start when reading text.</p> <p>To be able to name the different parts of a book.</p> <p>To be able to hear, spot and suggest rhymes.</p> <p>To be able to count or clap syllables in a word.</p> <p>To be able to recognise words with the same initial sound.</p> <p>To be able to hear/identify initial sounds.</p>	<p>To be able to engage in extended conversations about stories.</p> <p>To be able to identify some sounds from Phase 2. (Little Wandle)</p> <p>To start to blend sounds into words.</p> <p>To be able to identify characters.</p> <p>To be able to sequence a simple story.</p> <p>To be able to talk about stories they enjoy.</p>	<p>To be able to read and spell some words from Phase 2.</p> <p>To be able to identify some sounds from Phase 3.</p> <p>To be able to read some Tricky words</p> <p>To start to identify digraphs in words.</p> <p>To be able to read words consistent with their phonics knowledge by sound blending.</p>	<p>To be able to read and spell words from Phase 3.</p> <p>To be able to spot and start to read words containing digraphs and trigraphs.</p> <p>To be able to say a sounds for each letter in the alphabet, and at least 10 digraphs.</p> <p>To demonstrate understanding of what has been read to them.</p> <p>To build on Tricky word recognition</p> <p>To be able to read words with more than one syllable.</p> <p>To start to develop fluency and understanding when reading.</p> <p>To be able to use and understand vocabulary during discussions about stories,</p>	<p>To be able to blend sounds from Phase 4.</p> <p>To be able to read and spell some words from Phase 4.</p> <p>To describe key events in stories with increasing detail</p> <p>To be able to answer questions about the stories and characters</p> <p>To be able to anticipate key events in stories.</p> <p>To be able to sequence a longer story in the correct order</p> <p>To retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>	<p>To be able to read and spell more words from Phase 4,</p> <p>To be able to read some high frequency words.</p> <p>To be able to use phonics knowledge to decode unfamiliar vocabulary.</p> <p>To be able to explain how a character is feeling and why.</p> <p>To be confident recognising/reading words containing digraphs and trigraphs</p> <p>To read longer sentences – including more detail.</p>

				non-fiction, rhymes and poems, and during role play. To start to read simple sentences.	To be able to also read more Tricky words	
Writing	To be able to use some print in early writing. To be able to mark make to represent words. To be able to write some of their name.	To be able to write initial sounds. To start to write some letters accurately. To form some lower case and some capital letters correctly. To be able to use phonics knowledge to write part of a word. .	To be able to use phonics knowledge to write some CVC words. To be able to write almost all of their name. To be able to use phonics knowledge to write whole words. To start to write a list. To start to be able to write captions. To be able to hold a pencil effectively in preparation for fluent writing using a tripod grip in almost all cases	To be able to write simple sentences using finger spaces. To be able to write some tricky words (I , the, is). To be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. To be able to write recognisable letters, most of which are correctly formed.	To be able to hold and write a sentence with increasing independence using a capital letter, finger spaces and a full stop. To be able to use phonics knowledge to write longer words (words containing digraphs and trigraphs) To write simple sentences and phrases that can be read by others.	To be able to write a sentence using a capital letter, finger spaces and a full stop. To re-read what they have written to check that it makes sense. To be able to use some Tricky words in their writing To be able to include new vocabulary in their writing. To build stamina for writing longer pieces. To add more detail into our sentences.
	History To understand Birthdays, past and present. To remember and talk about significant events in their own experience.	To begin to make sense of their own life and past events. To be able to talk about past and present events in their own lives and in the lives of family members. To talk about an inspirational figure from the past.	To begin to make sense of their family history. To be able to compare images from the past. To use words and phrases such as 'when I was younger, a long time ago, a very long time ago and before I was born.'	To understand and be able to explain how life was different in the past. To use pictures to recognise and describe special times or events in the past and present.	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.

			Sort events and objects into groups e.g then and now. Talk about the lives of people around them and their roles in society (p p).	To be able to talk and draw about things from the past. To be able to understand that some stories are about the past.		
	<u>Geography</u> <u>Locational Knowledge</u> To know where they live in their locality. <u>Geographical Skills and Fieldwork</u> To be able to gain information from a simple map.	<u>Geographical Skills and Fieldwork</u> To use basic directional language. <u>Human and Physical Geography</u> To explore the natural world and begin to observe seasonal changes. <u>Human and Physical Geography</u> <u>Place Knowledge</u> To explore different habitats.	<u>Human and Physical Geography</u> <u>Locational Knowledge</u> To be able to talk about their local environment and identify features. <u>Place Knowledge</u> To 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. (TNW) <u>Geographical Skills and Fieldwork</u> To be able to gain information from a simple map.	<u>Human and Physical Geography</u> <u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Geographical Skills and Fieldwork</u> To look closely at similarities, differences, patterns and change. <u>Human and Physical Geography</u> <u>Place Knowledge</u> To understand and be able to talk about some different habitats.	<u>Place Knowledge</u> To understand how people used transport to travel the world. <u>Place Knowledge</u> To know that there are different countries in the world and talk about differences they have experienced. <u>Place Knowledge</u> Understanding where some wild animals come from.	<u>Place Knowledge</u> To explain some similarities and differences between life in this country and life in other countries. (PCC) <u>Human and Physical Geography</u> <u>Locational Knowledge</u> To explore the natural world around them making observations and drawing pictures of animals and plants. (TNW) <u>Locational Knowledge</u> <u>Geographical Skills and Fieldwork</u> To describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. (PCC)
	<u>Science</u> To name some body parts.	To know the five senses To explore the natural world and	To know the names of the different seasons. To know we live on planet earth	To know some names of plants	To understand that some objects float and some sink.	To be able to name some parts of plants.

	<p>To explore the world around them using their senses.</p> <p>To make observations</p>	<p>begin to observe seasonal changes</p> <p>To be able to observe what happens when we combine different mixtures together.</p>	<p>To understand that space is far away.</p> <p>To use the vocabulary- earth, moon, stars and planets.</p> <p>To know the features of day and night</p> <p>To understand the need to respect and care for living things.</p>	<p>To name some animals and basic features.</p> <p>To make links to seasons and different animals.</p> <p>To be able to use senses in hands-on exploration of materials and objects.</p>	<p>To compare similarities and differences.</p> <p>To explore the natural world around them making observations and drawing pictures of animals and plants. (TNW)</p> <p>To understand some important processes and changes in the natural world around them including the seasons and changing states of matter. (TNW)</p>	<p>To describe a range of materials and understand they are different.</p>
	<p>RE</p> <p>To understand something special to me – Birthdays.</p> <p>To understand places are special to members of their community.</p> <p>To recognise some people have different beliefs and celebrate special times in different ways.</p>	<p>RE</p> <p>To understand why and how different religions celebrate Christmas.</p> <p>To understand Hindus, celebrate Diwali.</p> <p>To know faiths, celebrate Christmas in different ways.</p>	<p>RE</p> <p>To understand that different countries celebrate different festivals.</p> <p>To know what a celebration is and be able to talk about different ones.</p>	<p>RE</p> <p>To know that the bible is a special book for Christians.</p> <p>To know the Easter story.</p> <p>To understand what Ramadan is and why it is important to Muslims.</p>	<p>RE</p> <p>To understand that Muslims celebrate Eid.</p> <p>To know that the bible is a special book for Christians.</p> <p>To know some similarities and differences between different religious and cultures. (PCC)</p>	<p>RE</p> <p>To understand that people have different special places.</p> <p>To understand a place of worship.</p>
<p>Physical Development</p> <p>Gross motor</p>	<p>Baseline/coordination/balance (body management)</p> <p>To be able to explore balance and manging own body.</p> <p>To be able to stretch, reach, extend in a variety of ways and positions.</p> <p>To be able to control body and perform specific movements on command.</p>	<p>Throwing and catching/ball skills (net and wall- tennis, volley ball)</p> <p>To be able to work with a partner to listen, share ideas and question.</p> <p>To be able to gain control of throwing and catching a</p>	<p>Dance</p> <p>To copy and repeat various patterns and actions.</p> <p>To recognise that actions can be reproduced in time to music, beat patterns and different speeds.</p>	<p>Gymnastics – Apparatus</p> <p>To develop confidence in fundamental movements.</p> <p>To experience sliding, rolling, moving, jumping over and under apparatus.</p>	<p>Invasion games netball. Football hockey (manipulation and coordination) (striking and field games- cricket, rounders)</p> <p>To send and receive a variety of objects with different body parts.</p>	<p>Athletic activity and Sport Day preparation (speed and agility)</p> <p>To travel with some control and coordination.</p> <p>Change direction at speed through choice and instructions.</p> <p>Stop, start, pause and prepare for and anticipate movement in a variety of situations.</p>

	<p>To jump using a variety of take offs and landings, moving on and off low apparatus using hand and feet.</p> <p>To explore a variety of rolling, sliding and slithering.</p> <p>To participate in a variety of small group, cooperative activities.</p>	<p>variety of sized objects.</p> <p>To differentiate ways to manoeuvre objects.</p> <p>To begin to send and receive a variety of objects with different body parts.</p>	<p>To perform a variety of dance actions, both similar and contrasting.</p> <p>To be able to copy, repeat and perform some basic actions to music.</p> <p>To count and move to beats of 8.</p> <p>To work as an individual in partners and as a group.</p>	<p>To develop co ordination and gross motor skills.</p> <p>To develop confidence in fundamental movements.</p> <p>To learn and define a variety of shapes, jumps balances and rolls.</p> <p>To link simple balance, jump and travel actions.</p> <p>Demonstrate strength, balance and coordination when playing;</p>	<p>To coordinate body parts such as hand eye, foot eye over a variety of activities and in different ways.</p> <p>To co-ordinate similar objects in a variety of ways.</p> <p>Different ways to manoeuvre objects</p> <p>To work with others to control objects in space.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p>	<p>Agility based activities, moving and controlling objects.</p> <p>To recognise the difference between actions such as, moving softly, quietly, quickly, powerfully.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor	To develop a dominant hand for mark making.	To be able to hold a pencil in a tripod grip and demonstrate control.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;		Use a range of small tools, including scissors, paint brushes and cutlery;	Begin to show accuracy and care when drawing.
Personal, Social, Emotional Development	<p>To get used to new routines and instructions.</p> <p>To be able to select appropriate resources from the classroom.</p> <p>To engage with unfamiliar adults and children – forming new friendships/relationships</p> <p>To become familiar with different areas of the classroom/school</p>	<p>To explore feelings.</p> <p>To be able to extend and elaborate ideas when playing with one or more children.</p> <p>To continue to build relationships with peers</p>	<p>To show independence by choosing own recourses to support learning.</p> <p>To show more confidence in new social situations.</p> <p>To gain an understanding of personal hygiene and keeping healthy.</p> <p>Increase knowledge of oral hygiene</p>	<p>To be able to show independence in managing their own feelings.</p> <p>To be able to talk about and explain why and how others may feel.</p>	<p>To be able to express and regulate feelings.</p> <p>To begin to consider how others feel.</p> <p>To be able to know how to look after themselves and one another.</p>	<p>To be able to manage own personal hygiene.</p> <p>To be able to know and talk about different factors that support their health and wellbeing.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p>

	<p>To be able to wash and dry their hands thoroughly.</p> <p>To give focused attention to what the adults and children say</p>	<p>To increasingly follow rules and instructions.</p> <p>To be able to share resources with peers. - taking turns, understanding why we take turns.</p> <p>To be aware of oral hygiene</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>understanding why it is important</p> <p>To develop positive attitudes about the differences between people.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>Show sensitivity to their own and to others' needs.</p> <p>To be able to problem solve and solve conflict using taught methods – sand timer/ forming a queue etc</p> <p>Work and play cooperatively and take turns with others;</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</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>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>	<p>going to the toilet and understanding the importance of healthy food choices.</p>
--	--------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Communication and Language	<p>To enjoy listening to stories.</p> <p>To be able to pay attention to more than one thing at a time.</p> <p>To learn new vocabulary.</p> <p>To be able to sing well known nursery rhymes.</p> <p>To understand talk partners.</p>	<p>To engage in conversations with peers and adults.</p> <p>To share ideas in small groups.</p> <p>To understand and follow a few instructions.</p> <p>To hear wider vocabulary linked to theme/text.</p> <p>To begin to use full sentences.</p>	<p>To use questions to find out more and check their understanding.</p> <p>To share ideas with whole class.</p> <p>To explain own interests and opinions.</p> <p>To participate in small group and one to one discussions.</p> <p>To begin to express a point of view and offer these in discussions.</p>	<p>To use questions to support language development.</p> <p>To be able to connect ideas together.</p> <p>To describe events in detail.</p> <p>To understand and follow a set of instructions.</p> <p>To use conjunctions to support further ideas.</p> <p>To understand questions – what, why, when, how</p>	<p>To describe previous events in detail.</p> <p>To give explanations of why things happen.</p> <p>To use different tenses.</p> <p>To engage in larger group conversations.</p> <p>To engage in fiction and non-fiction texts.</p> <p>To know the difference between a question and a statement.</p>	<p>To ask questions to clarify understanding.</p> <p>To express their ideas and feelings about their experiences.</p> <p>To use new and different vocabulary in different contexts.</p> <p>To listen and respond to what they hear with a variety of questions and answers.</p>
Expressive Art and Design	<p>Art</p> <p>To experiment with blocks and marks.</p> <p>To use lines to represent objects.</p> <p>To explore colour and colour mixing.</p> <p>To use drawing to represent ideas like movement.</p>	<p>To create simple representations of people and objects.</p> <p>To make experimental marks with print using a variety of objects, including natural and made objects.</p> <p>To use colours for a purpose.</p> <p>To know the primary colours.</p>	<p>To show different emotions in their drawings and paintings.</p> <p>To use drawing to represent ideas like movement.</p> <p>To experiment with colour.</p> <p>To explore different textures.</p> <p>To know that primary colours make secondary colours.</p>	<p>To use a variety of artistic effects to express their ideas.</p> <p>To use different printing methods</p> <p>To explore artistic effects to express ideas and feelings.</p>	<p>To use different printing methods for desired effect,</p> <p>To share their creations, explaining the process they have used.</p> <p>To blend media together to create a different effect.</p>	<p>To create collaboratively, sharing ideas, resources and skills.</p> <p>To build on their previous learning to refine ideas</p> <p>To use collage technique to enhance drawings.</p> <p>To draw with increasing complexity and detail e.g. observational drawings.</p>

	<p>DI To be able to use an object to represent something.</p> <p>To use blocks and construction kits to make imaginative 'small worlds'</p> <p>To explore different materials.</p> <p>To realise tools can be used for a purpose.</p>	<p>To manipulate materials to create an effect</p> <p>To develop own ideas and choose materials to use to express them.</p> <p>To be able to construct with a purpose in mind</p> <p>To experiment constructing with 3d shapes</p> <p>To use different media</p>	<p>To select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To safely use and explore a variety of materials.</p> <p>To understand how to join different materials and explore different textures.</p>	<p>To be able to collaborate ideas together</p> <p>To construct a 3D model using a variety of resources.</p>	<p>To use simple tools and techniques competently and appropriately.</p> <p>To understand materials that can change an effect.</p> <p>To share their creations, explaining the process they have used.</p> <p>To return to and adapt work.</p> <p>To create props and materials to use in imaginative play.</p>	<p>To understand how to adapt and improve my work.</p> <p>To be able to generate ideas explaining reasoning behind them.</p> <p>To safely use and explore tools and techniques.</p>
	<p>Music To respond to music through dance or other movements.</p> <p>To recognise and name some of characters and stories within songs.</p> <p>To find the pulse of music and show this in different ways.</p> <p>To be able to copy back the rhythm of a name.</p> <p>To be able to copy back sounds in different pitches.</p> <p>To be able to identify a high and a low pitch.</p> <p>To be able to sing in unison with support.</p>	<p>Music To respond to music through dance or other movements.</p> <p>To recognise and name some of characters and stories within songs.</p> <p>To be able to invent imaginary characters through movement or dancing.</p> <p>To be able to copy back the rhythm of the words in a song.</p> <p>To be able to copy phrases from songs</p>	<p>Music To respond to music with varying speeds, through dance or other movements.</p> <p>To be able to copy back the rhythm of the phrases in a song.</p> <p>To be able to copy sounds to discuss high and low pitches.</p> <p>To be able to sing and rap a song in unison with support.</p> <p>To be able to add actions, or substitute words in a song.</p>	<p>Music To respond to music with varying speeds, through dance or other movements.</p> <p>To be able to copy back the rhythm of the phrases in a song.</p> <p>To be able to copy sounds to discuss high and low pitches.</p> <p>To be able to sing songs in unison with support.</p>	<p>Music To respond to a variety of pieces of music by listening and dancing.</p> <p>To find the pulse in different ways and show this through actions.</p> <p>To be able to copy back and clap the rhythm of words.</p> <p>To be able to play the pulse with a pitched note or untuned percussion instrument.</p>	<p>Music To be able to listen to and appraise different genres of music.</p> <p>To be able to sing and revisit nursery rhymes and action songs.</p> <p>To be able to play instruments within a song.</p> <p>To improvise with voices and instruments.</p> <p>To be able to share and perform the learning that has taken place.</p>

	<p>To be able to add actions to a song.</p> <p>To be able to perform a song with actions.</p>	<p>to discuss high- and low-pitched sounds.</p> <p>To be able to learn to sing a song in unison with support.</p> <p>To be able to add actions to a song.</p> <p>To be able to perform a song with actions.</p>	<p>To be able perform a song by singing or rapping with actions.</p> <p>To listen back to a performance.</p>	<p>To be able to add actions, or substitute words in a song.</p> <p>To be able to perform a song with actions.</p> <p>To listen back to a performance</p>	<p>To be able to sing songs in unison with support.</p> <p>To be able to add actions, or substitute words in a song.</p> <p>To be able to perform a song with actions.</p> <p>To listen back to a performance.</p>	
--	-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--