

EYFS Curriculum Overview



	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Development	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To thread large beads.</p> <p>To use large pegs.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>Draw lines and circles using gross motor movements</p> <p>To take shoes and boots off and put them on.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight or zig zagged line.</p> <p>To use a tripod grip when mark making.</p> <p>To write taught letters using correct letter formation.</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To thread with small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct letter formation.</p> <p>To fasten buttons, zips and poppers</p>	<p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p>
Gross Motor Development	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>					

	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
PE	<p>Fundamentals: Unit 2</p> <p>Dance: Dinosaurs</p> <p>Gymnastics: High, low</p>	<p>Locomotion: dodging</p> <p>Invasion games Rackets, bats and balls</p> <p>Team building</p>	<p>Attack vs defence</p> <p>Cricket</p> <p>Athletics</p> <p>Health and wellbeing – agility</p>	<p>Dance: Friendships</p> <p>Locomotion: Jumping</p> <p>Gymnastics: Wide, narrow, curved</p> <p>Fundamentals</p>	<p>Team building</p> <p>Locomotion: dodging</p> <p>Net and wall</p> <p>Rackets, bats and balls</p>	<p>Activity games: throwing and catching</p> <p>Running</p> <p>Athletics</p> <p>Fundamentals: core games</p>
Number	<p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of numbers to 5.</p> <p>To match the written numeral to a quantity to 5.</p> <p>To know addition facts to make 5.</p>		<p>To recognise numbers 6-10.</p> <p>To subitise to 10.</p> <p>To find one more of numbers to 10.</p> <p>To find one less of numbers to 10.</p> <p>To explore the composition of numbers to 10.</p> <p>To match the written numeral to a quantity to 10.</p> <p>To continue to recall addition facts that make 5 and identify the subtraction facts.</p> <p>To estimate a number of objects.</p> <p>To practise pairs of numbers that make 10.</p> <p>To begin to learn double facts.</p>		<p>To recognise numbers to 20.</p> <p>To revise pairs of numbers which equal 5.</p> <p>To continue to practise recalling pairs of numbers that make 10.</p>	<p>To know addition and subtraction facts to 10.</p> <p>To recall double facts to 10.</p> <p>To explore how to make numbers above ten using tens and ones.</p>
Numerical Patterns	<p>To identify which group of objects has more.</p> <p>To identify which group of objects has less.</p> <p>To compare quantities up to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count forward to 5 and then to 10.</p>		<p>To count to 15.</p> <p>To count given objects up to 10.</p> <p>To order numbers to 10.</p> <p>To compare quantities to 10.</p>	<p>To understand the difference between odd and even numbers to 10.</p> <p>To combine two groups of objects by counting all of them together.</p> <p>To remove objects and count how many are left.</p>	<p>To add two given quantities to find the total.</p> <p>To subtract a one digit from another one digit number.</p> <p>To count to 20.</p> <p>To order numbers to 20.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers.</p> <p>To know that 2, 4, 6, 8 and 10 are even numbers.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p>

	<p>To count back from 5 to 0 and then 10 to 0.</p> <p>To order numbers to 5.</p>	To find a missing number from a number line.		To double numbers up to 10.	To combine groups of 2, 5 and 10s.
Shape, Space and Measure	<p>To sort objects against given criteria.</p> <p>To compare capacity, length, height and size.</p> <p>To complete a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle, square, rectangle and triangle.</p> <p>To begin to explore the properties of 2D shapes.</p> <p>To make shape pictures.</p> <p>To say the days of the week in order.</p> <p>To sequence daily event using words related time.</p>		<p>To measure height using non-standard units.</p> <p>To measure length using non-standard units.</p> <p>To begin to recognise times on the clock to o'clock.</p> <p>To name 3D shapes: cube, sphere, cuboid, pyramid, and cylinder.</p> <p>To begin to explore the properties of 3D shapes.</p> <p>To complete a repeating pattern with more than 2 variables of objects or colours.</p>		
Understanding the world - Past and Present		<p>Can you guess who? To describe changes over time My life timeline</p> <p>Past and present To sort photographs from the past and present.</p> <p>My life time To begin to recognise the order events happen.</p>		<p>Spot the difference To compare pictures from the past and present.</p> <p>Toy box To identify toys from the past</p> <p>Picture detective To understand that the environment around us changes as time passes.</p>	<p>Family tree To begin to understand the concept of generations.</p> <p>My achievements Recognising some interests and achievements from their own lives and the lives of their families and friends.</p> <p>Wearing the crown To recognise that kings and queens are powerful people.</p> <p>Transport through time To compare modes of transport of the</p>

						past with the present.
Understanding the world - The Natural World	<p>Pirate map bingo To find and name familiar features on maps.</p> <p>Our school from above To consider shapes and positions of features when making a map.</p> <p>Let's build a map! To build and describe a model of a familiar place.</p> <p>Creating journey sticks To describe a journey using found objects as prompts.</p>		<p>Desert explorers To understand the characteristics of desert environments, including climate and landscape.</p> <p>Polar explorers To explore and understand life in a cold place, comparing and contrasting it with our own lives.</p> <p>Senses in nature To use the senses to observe and talk about experiences whilst outside.</p> <p>Investigating maps To explore a range of maps.</p> <p>Map making To apply their knowledge of maps to make their own.</p>		<p>Home or away? To compare features in the local environment to other places around the world.</p> <p>Bear's UK travels To compare contrasting places within the UK.</p> <p>City or Countryside? Identifying and discussing the differences between city and countryside life.</p> <p>Exploring world landscapes Exploring world landscapes</p>	

Understanding the world - The Natural World	Living things and their habitats - Animal Adventures Changing Seasons Autumn treasures	Living things and their habitats - Animal Adventures Changing Seasons Whatever the weather	Materials I am a scientist Changing Seasons Winter Wildlife	Materials I am a scientist Changing Seasons Springtime Magic	Plants Our beautiful planet Changing Seasons Sandcastle Science	Plants Our beautiful planet Changing Seasons Summer Senses
Expressive arts and design - Creating with materials.	Unit 1 – Drawing Marvellous Marks	Unit 2 – Painting and mixed media Paint my world Cooking and nutrition: soup	Unit 3 - Sculpture and 3D Creation Station	Structures: junk modelling	Unit 4 Craft and design Let's get crafty	Structures: boats
Expressive arts and design – Being imaginative and expressive	Shows enjoyment experimenting with tuned and untuned instruments. Sings familiar songs. Show enjoyment in pretend play and will act out a part of a familiar story or experience.	Starts to use different textures in their creations to represent their ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Begins to keep a steady beat and copies rhythms. Develops a narrative within their pretend play.		Plays a range of instruments in response to music and is able to keep a steady beat. Is beginning to adapt narratives and stories. Begins to perform songs and dances.		Is imaginative when moving to music and enjoys making up their own songs and dances. Acts out familiar narratives and makes up their own simple stories. Invent narratives.
Music	Unit: Me! Nursery rhymes and action songs	Unit: Everyone! Nursery rhymes and action songs	Unit: Big Bear Funk Preparing for musical learning in year 1	Unit: My stories Nursery rhymes and action songs	Unit: Our world Nursery rhymes and action songs	Unit: Reflect, rewind and replay Consolidating learning from all EYFS units
Literacy Writing	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write.	To write their name. To use the correct letter formation of taught letters.	To form lower case letters correctly and from the correct starting point. To begin to write simple sentences using finger spaces.	To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop.

	<p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>	<p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>To spell words using taught sounds.</p> <p>To spell some taught common exception words correctly.</p>	<p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds.</p>	<p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work back and check for meaning.</p>	<p>To begin to read their written work back and check for meaning.</p>
Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.</p>	<p>To role-play and act out familiar stories.</p> <p>To begin to understand the sequence of a story - identifying the beginning, middle and end.</p>	<p>To predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story they have heard.</p> <p>To follow a story without pictures or props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p>
Word Reading	<p>To recognise their written name.</p> <p>To recognise phase 2 set 1 graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>To read the tricky words: is, I, the.</p>	<p>To recognise taught phase 2 set 1 and phase 2 set 2 graphemes. ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>To read words with –s /s/ added at the end (hats sits).</p>	<p>To read spring 1 phase 3 graphemes. ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>To read words with double letters.</p> <p>To read longer words.</p>	<p>Review phase 2 and 3 graphemes and tricky words.</p> <p>To read words with double letters, longer words, words with two or more digraphs, words ending in –ing and compound words.</p>	<p>To read words containing short vowels with adjacent consonants.</p> <p>To read CVCC, CCVC, CCVCC, CCCVC, and CCCVCC words.</p>	<p>Recognise phase 3 long vowel graphemes with adjacent consonants.</p> <p>Read CVCC, CCVC, CCCVC, CCV, CCVCC words.</p> <p>Read words ending in the suffixes: –</p>

	<p>To identify the initial sound in words.</p> <p>To begin to orally blend sounds in short words e.g. cat, dog.</p>	<p>To read words ending in s /z/ (his) and with –s /z/ added at the end (bags sings).</p> <p>To read the tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</p> <p>To blend sounds to read words using taught sounds.</p> <p>To begin reading captions and sentences using taught sounds.</p>	<p>To read the tricky words: was, you, they, my, by, all, are, sure, pure.</p> <p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p>	<p>To read words with s /z/ in the middle.</p> <p>To read words with –s /s/ /z/ at the end.</p> <p>To read words with –es /z/ at the end.</p> <p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p>	<p>To read longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –er, –est.</p> <p>To read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p> <p>To read books matching their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p>	<p>ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est.</p> <p>To read longer words.</p> <p>To review all taught tricky words.</p> <p>To read books matching their phonics ability.</p> <p>To read longer captions and sentences using taught sounds.</p>
	Pupils will sing the alphabet song daily before their handwriting sessions so that they are exposed to letter names as well as letter sounds.					
RE	<p>What makes us special?</p> <p>Time to Celebrate (stand-alone lesson) what is the Harvest Festival?</p>	What are special times?	<p>Time to Celebrate (stand-alone lesson) what is Hanukkah?</p> <p>Why are some places special?</p>	Why are some places special?	Why are some things special?	Why are some stories special?
PSHE Emotions 4 Learning	<p>Belonging</p> <p>Feelings</p> <p>Problem Solving</p> <p>Myself</p>	<p>Problem Solving</p> <p>Myself</p> <p>Relationships</p>	<p>Belonging</p> <p>Feelings</p> <p>Problem Solving</p>	<p>Myself</p> <p>Relationships</p>	<p>Belonging</p> <p>Feelings</p> <p>Problem Solving</p>	<p>Myself</p> <p>Relationships</p> <p>Change</p>

Self-Regulation Cambridgeshire Primary Personal Development Programme	Relationships	Healthy and Safer Lifestyles 3 Healthy Lifestyles	Healthy and safer lifestyles 1 – My Body and Growing Up Visit from a dentist		Healthy and safer lifestyles 2 – Keeping Safe (Including Drug Education)	Citizenship 1 Identities and Diversity
Computing Project Evolve	People who help us Self-image and identity (1)	Awesome Autumn Online Relationships (2)	Springtime Online Reputation (1) Online bullying (2)	Busy bodies Managing online information (2)	Summer fun Health, well-being and Lifestyle (2)	Boats Ahoy Super Space Privacy and Security (2) Copyright and ownership (2)