St Aidan’s RC Primary School

Nursery & Reception

2021 – 2022 EYFS Curriculum Overview

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| **TERM** | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **TOPIC** | **Once Upon a Time** | **People Who Help Us** | **The Deep Blue Sea** |
| **TITLE/QUESTION** | *Traditional Tales* | *Celebrating the Police, Fire Service, Doctors & Nurses* | *Under the sea, Pirates & Wonderful Water* |
| **STUNNING STARTER** | Teddy Bears Picnic  | Uniformed Public Services Day | Water World! (Exploring states of matter) |
| **MARVELLOUS MIDDLE** | Fabulous Fairytales Day | Police visit school | Interactive seaside exhibition |
| **FABULOUS FINISH** | Whitehouse Farm trip | Trip to the Fire Station | Trip to Tynemouth Aquarium |
| **POSSIBLE VISITS/ VISITORS/ TOPIC DAYS** | Whitehouse Farm (Christmas) Fabulous Fairytales DayPolar Express DayTeddy Bear’s PicnicDot Day | Police visit to schoolFire Brigade in school (Reception trip to the Fire Station)Nurse Visit to schoolUniformed Public Services DayLantern parade | Newbiggin Maritime CentreTrip to Tynemouth AquariumPirate DayInteractive seaside exhibition |
| **LITERACY** | **Author in the spotlight****Julia Donaldson** | **Author in the spotlight****Allan Ahlberg** | **Author in the spotlight** **Ruth Galloway** |
| **TALK 4 WRITING BOOKS** | N: (transition) The Kissing HandGoldilocks & The Three BearsThe Three Little PigsThe Three Billy Goats GruffLittle Red Riding Hood | Non-Fiction | The Rainbow FishLost & FoundCommotion in the OceanPirates Love Underpants |
| **PHONICS (SOUNDSWRITE)** | **N: Phonics preparation activities***Literacy**Develop their phonological awareness, so that they can:**- spot and suggest rhymes**- count or clap syllables in a word**- recognise words with the same initial sound, such as money and mother* |
| **R: Initial Code****Unit 1: a, i, m, s, t****Unit 2: n, o, p****Unit 3: b, c, g, h****.** | **R: Initial Code****Unit 4: d, e, f, v****Unit 5: k, l, r, u****Unit 6: j, w, z** | **R: Initial Code****Unit 7: x, y, ff, ll, ss, zz****Unit 8: vcc & cvcc words****Unit 9: ccvc words** | **R: Initial Code****Unit 10: ccvcc, cvccc, & cccvc words****Unit 11: sh, ch, th, ck, wh, ng, qu** | **R: Initial Code****Unit 11: sh, ch, th, ck, wh, ng, qu****(recap)****Initial Code assessments** | **R: Initial Code****Recap of Initial Code & assessment of any gaps. Year 1 ready preparations.**  |
| *Literacy**Early Learning Goals:**- Say a sound for each letter in the alphabet and at least 10 digraphs.**- 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.* | *- Read individual letters by saying the sounds for them**- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.**- Read some letter groups that each represent one sound and say sounds for them.**- Read a few common exception words matched to the school’s phonic programme.* |
| **READING EXPECTATIONS** | **N: Reading for pleasure****Exploration of Core Texts****Shared Reading of Author spotlight books****All children to take a reading for pleasure picture book home to share with an adult***Literacy**Understand the five key concepts about print:**- print has meaning**- print can have different purposes**- we read English text from left to right and from top to bottom**- the names of the different parts of a book**- page sequencing**-Engage in extended conversations about stories, learning new vocabulary* |
| **R: Some children (where appropriate) will access decodable books.****All children to take a reading for pleasure picture book home to share with an adult** | **R: The majority of children will be accessing the reading scheme using decodable books by Unit 3.****For the children who cannot blend CVC words and VC words will be sent home.** | **R: All children will be accessing the reading scheme.****Shared reading of Author spotlight books and Core Texts including story sack activities.** |
| *Literacy**Early Learning Goals:**- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**- Anticipate (where appropriate) key events in stories.**- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.**- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.**- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment* |
| **WRITING EXPECTATIONS** | **N: Mark making using a range of media & tools.** **Exploring name writing and letter shapes** | **N: Giving marks meaning & letter shape exploration.**  | **N: learning and using new vocabulary** **Rhymes, story structure & predicting story events.** |
| *Literacy**- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.**- Write some or all of their name.**- Write some letters accurately.* |
| **R: Name writing using a range of media & tools****Writing simple phrases - Character Descriptions & lists for Santa****Talk 4 Writing (T4W) imitate – retell a traditional tale****Instructions- Following recipes.** | **R: Exploring non-fiction texts** **Writing simple sentences – Job profiles (What does a … (Dr etc.) do?****Making posters & lists****Recalling facts – making leaflets.****Uplevelling simple phrases to sentences** | **R: Penguin wanted posters****Simple sentences contd – Designing Pirate underpants****Letters to/from a pirate****Describing the Rainbow Fish & designing new scales****Talk 4 Writing (T4W) imitate – retell The Rainbow Fish** |
| *Literacy**Early Learning Goals:**- Write recognisable letters, most of which are correctly formed.**- Spell words by identifying sounds in them and representing the sounds with a letter or letters.**- Write simple phrases and sentences that can be read by others.**- Form lower-case and capital letters correctly.**- Spell words by identifying the sounds and then writing the sound with letter/s.**- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.**- Re-read what they have written to check that it makes sense.* |

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| **MATHS** | **N: Positional language** **Number Recognition** | **N: Number rhymes to 3****Sequencing numbers** **Using the language of size** | **N: Finding totals of 2 sets****Shape play** | **N: Exploring numicon and number value** | **N: Finding one more****Adding sets together** | **N: Finding one less****Water play - capacity** |
| *Mathematics**- Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).**- Recite numbers past 5.**- Say one number for each item in order: 1,2,3,4,5.**- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).**- Show ‘finger numbers’ up to 5.**- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.**- Experiment with their own symbols and marks as well as numerals.**- Solve real world mathematical problems with numbers up to 5.**- Compare quantities using language: ‘more than’, ‘fewer than’.**- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.**- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.**- Describe a familiar route.**- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.**- Make comparisons between objects relating to size, length, weight and capacity**- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.**- Combine shapes to make new ones – an arch, a bigger triangle etc.**- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.**- Extend and create ABAB patterns – stick, leaf, stick, leaf.**- Notice and correct an error in a repeating pattern.**- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’* |

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|  | **R:Number recognition (to 10)****Number stories & rhymes****Counting sets & recording numbers** | **R: Size ordering****Shape** **Finding 1 more & 1 less****+/- number sentences** | **R: Shape patterns****Counting on and back to find an answer****Introducing doubling & halving, and sharing.** | **R: Number sequences (finding missing numbers)****Money problems (+/-)** | **R: Counting in 2, 5 and 10’s****Doubling, halving & sharing practical number stories.**  | **R: Capacity play****Comparing measures****Comparing quantities** |
| *Mathematics**Early Learning Goals:**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 (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.**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 greater than, less than or the same as the other Quantity`.**Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally**- Count objects, actions and sounds.**- Subitise.**- Link the number symbol (numeral) with its cardinal number value**- Count beyond ten.**- Compare numbers**- Understand the ‘one more than/one less than’ relationship between consecutive numbers.**- Explore the composition of numbers to 10.**- Automatically recall number bonds for numbers 0–10.**- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.**- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.**- Continue, copy and create repeating patterns.**- Compare length, weight and capacity* |

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| **SCIENCE** | Seasonal Changes (Autumn)Colour experiments Materials & their properties | Planting Seasonal Changes (Signs of Spring)**N: Gardening forest school**My body/My senses | Freezing & meltingFloating and sinking The water cycle |
| *Understanding the World**- Use all their senses in hands-on exploration of natural materials.**- Explore collections of materials with similar and/or different properties.**- Talk about what they see, using a wide vocabulary**- Plant seeds and care for growing plants.**- Understand the key features of the life cycle of a plant and an animal.**- Begin to understand the need to respect and care for the natural environment and all living things.**- Explore and talk about different forces they can feel.**- Talk about the differences between materials and changes they notice**Understanding the World**Early Learning Goals**- Explore the natural world around them, making observations and drawing pictures of animals and plants.**- 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.**- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**- Explore the natural world around them.**- Describe what they see, hear and feel whilst outside.**- Understand the effect of changing seasons on the natural world around them.* |
| **COMPUTING** | Beebot story telling 2simple self portraits2 simple art: firework pictures/ Nativity scene selector | I-pad exploration I can write my name using a keyboard | Beebot maps  |
| Communication & Language- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.Use barefoot computing to access online learning resources (www.barefootcomputing.org/homelearning) Promote cross curricular learning experiences that use ICT as a platform.  |

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| **HISTORY** | My family treeBonfire nightRemembrance Day | Florence Nightingale (Drs and Nurses then and now) | Famous Pirates |
| *Understanding the World**- Talk about what they see, using a wide vocabulary.**- Begin to make sense of their own life-story and family’s history**- Show interest in different occupations.**- Continue to develop positive attitudes about the differences between people**Understanding the World**Early Learning Goals:**- Talk about the lives of the 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.**- Talk about members of their immediate family and community.**- Name and describe people who are familiar to them.**- Comment on images of familiar situations in the past.**- Compare and contrast characters from stories, including figures from the past.* |
| **GEOGRAPHY** | My local area (my house, my street) | Mapping my local area  | Where does water come from? (The water cycle) Frozen landscapes (exploring the Antarctic) |
| *Understanding the World**- Continue to develop positive attitudes about the differences between people.**- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**Understanding the World**Early Learning Goals**- 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, nonfiction texts and (when appropriate) maps.*- *Recognise some similarities and differences between life in this country and life in other countries.**- Recognise some environments that are different to the one in which they live.* |
| **ART AND DESIGN** | Colour mixing & colour play Kandinsky & Pierre Mondrian Exploration of lines and shapes Self portraitsAutumn art | Light & DarkExploring different medias (charcoal & chalk)Shadow artObservational springtime drawings | Under the sea papier mache, an interactive seaside exhibition.Seaside collages –using natural materials to create seaside landscapes |
| *Expressive Arts & Design**- Explore different materials freely, in order to develop their ideas about how to use them and what to make.**- Develop their own ideas and then decide which materials to use to express them.**- Join different materials and explore different textures.**- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.**- Draw with increasing complexity and detail, such as representing a face with a circle and including details.**- Use drawing to represent ideas like movement or loud noises.**- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc**- Explore colour and colour-mixing**Expressive Arts & Design**Early Learning Goals**- 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.**- Explore, use and refine a variety of artistic effects to express their ideas and feelings.**- Return to and build on their previous learning, refining ideas and developing their ability to represent them.**- Create collaboratively sharing ideas, resources and skills.* |

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| **DESIGN AND TECHNOLOGY** | Traditional tales character stick puppets Making porridge Making gingerbread menChocolate sparklers  | Lantern making Making Easter nests | Designing boatsMaking boats (junk modelling)  |
| *Expressive Arts & Design**- Explore different materials freely, in order to develop their ideas about how to use them and what to make.**­- Develop their own ideas and then decide which materials to use to express them.**- Join different materials and explore different textures.**- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.**- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.**Physical Developent**- Use one-handed tools and equipment, for example, making snips in paper with scissors.**- Use a comfortable grip with good control when holding pens and pencils.**- Make healthy choices about food, drink, activity and toothbrushing.**Expressive Arts & Design**Early Learning Goals**- 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.**- Create collaboratively sharing ideas, resources and skills.**Physical Development**Early Learning Goals**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, paintbrushes and cutlery.**Begin to show accuracy and care when drawing.* |
| **RELIGIOUS EDUCATION**  | Myself/Family Belonging/WelcomingLoving/Birthdays | Community/CelebratingRelating/GatheringGiving/Growing | Good NewsFriends/Our World |
| **PHYSICAL EDUCATION** | Daily Dough Disco & Go Noodle sessions |
| **R: Dance** **Gymnastics** | **R:Ball Skills****Team Games** | **R: Multi-skills****Sports Day** |
| *Physical Development**- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**- Go up steps and stairs, or climb up apparatus, using alternate feet.**- Skip, hop, stand on one leg and hold a pose for a game like musical statues.**- Use large-muscle movements to wave flags and streamers, paint and make marks.**- Start taking part in some group activities which they make up for themselves, or in teams.**- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.**- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.**- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.**- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.**Physical Development**Gross Motor Skills**Early Learning Goals**Negotiate space and obstacles safely, with consideration for themselves and others.**Demonstrate strength, balance and coordination when playing.**Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing**- Progress towards a more fluent style of moving, with developing control and grace.**- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.**- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.* *- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.**- Combine different movements with ease and fluency**- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.**- Develop overall body-strength, balance, co-ordination and agility**- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.**- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.**- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian* |

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| **MUSIC** | **N: Nursery Rhymes***Expressive Arts & Design**- Listen with increased attention to sounds.**- Respond to what they have heard, expressing their thoughts and feelings.**- Remember and sing entire songs.**- Sing the pitch of a tone sung by another person (‘pitch match’).**- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.**- Create their own songs, or improvise a song around one they know.**- Play instruments with increasing control to express their feelings and ideas.* |
| High & Low Bells Singing in rounds  | Loud & SoftKeeping the beatComposingExpressing feelings through music | Fast & SlowMaking and using rainmakersAll about percussion  |
| *Expressive Arts & Design**Early Learning Goals**-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.**- Explore and engage in music making and dance, performing solo or in groups.**- Sing in a group or on their own, increasingly matching the pitch and following the melody.**- Listen attentively, move to and talk about music, expressing their feelings and responses.* |

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| **PSHE / RSE** | **N: The Kissing Hand (Transition)**Getting to know meLight Celebrations around the worldFire SafetyAnti-bulling Week | Internet Safety Week | Healthy Eating WeekAll about recycling – being a planet caretaker |
| *Personal, Emotional & Social Development**- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.**- Develop their sense of responsibility and membership of a community.**- Become more outgoing with unfamiliar people, in the safe context of their setting.**- Show more confidence in new social situations.**- Play with one or more other children, extending and elaborating play ideas.**- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.**- Increasingly follow rules, understanding why they are important.**- Do not always need an adult to remind them of a rule.**- Develop appropriate ways of being assertive.**- Talk with others to solve conflicts.**- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.**- Begin to understand how others might be feeling.**Personal, Emotional & Social Development**Early Learning Goals**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.**- 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.**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.**- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**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 to others’ needs.**- See themselves as a valuable individual.**- Build constructive and respectful relationships.**- Express their feelings and consider the feelings of others.**- Show resilience and perseverance in the face of challenge.**- Identify and moderate their own feelings socially and emotionally.**- Think about the perspectives of others.**- Manage their own needs.* |
| **HOME LEARNING PROJECTS** | Design a fairytale home for a ‘Once Upon a Time’ character.Reading Bingo | How does your garden grow?Growing and observing plantsRSPB Big Birdwatch | Be a planet caretaker – showing ways that we look after our planet at home.Make a model pirate ship |