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 Day  Polar Express Day  Teddy Bear’s Picnic  Dot Day | | | Police visit to school  Fire Brigade in school (Reception trip to the Fire Station)  Nurse Visit to school  Uniformed Public Services Day  Lantern parade | | Newbiggin Maritime Centre  Trip to Tynemouth Aquarium  Pirate Day  Interactive 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 Hand  Goldilocks & The Three Bears  The Three Little Pigs  The Three Billy Goats Gruff  Little Red Riding Hood | | | Non-Fiction | | The Rainbow Fish  Lost & Found  Commotion in the Ocean  Pirates 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 & melting  Floating 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 portraits  2 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 tree  Bonfire night  Remembrance 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 portraits  Autumn art | Light & Dark  Exploring different medias (charcoal & chalk)  Shadow art  Observational 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 men  Chocolate sparklers | Lantern making  Making Easter nests | Designing boats  Making 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/Welcoming  Loving/Birthdays | Community/Celebrating  Relating/Gathering  Giving/Growing | Good News  Friends/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 & Soft  Keeping the beat  Composing  Expressing feelings through music | Fast & Slow  Making and using rainmakers  All 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 me  Light Celebrations around the world  Fire Safety  Anti-bulling Week | Internet Safety Week | Healthy Eating Week  All 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 plants  RSPB Big Birdwatch | Be a planet caretaker – showing ways that we look after our planet at home.  Make a model pirate ship |