

# EYFS Curriculum Overview

What our Reception children learn across the year. Each half-term has two sheets: one for language and literacy, one for the wider curriculum.

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## THE YEAR IN SIX QUESTIONS

### AUTUMN 1

I wonder about myself and the world around me.

### AUTUMN 2

I wonder about the difference between light and dark.

### SPRING 1

I wonder what differences there are between hot and cold places.

### SPRING 2

I wonder how things move.

### SUMMER 1

I wonder how things grow.

### SUMMER 2

I wonder about life on the farm.

# I wonder about myself and the world around me.

## SUGGESTED TEXTS

- The Colour Monster
- Super Duper You
- Leaf Man
- The Leaf Thief
- Alfie's World

## NURSERY RHYMES

- Finger Family Song
- 2 Little Dickie Birds
- Dingle Dangle Scarecrow
- 10 in the Bed
- Incy Wincy Spider
- Jack and Jill

## READING

Develop routines for phonics and reading sessions. Modelled blending sessions daily. Name reading in snack, creative writing, voting and register times. Learn and signify small sections of text. Making predictions.

## WRITING

Dough Disco and strength activities for those that still need it. Daily name writing on registration. Modelled drawing with CVC labelling. Basic control and letter formation. Introduction to letter formation sessions in phonics. Labelling all artwork with name.

## WRITING TASKS THIS HALF-TERM

- Labelling / name writing
- Label story snippets with what they see

## COMMUNICATION & LANGUAGE

Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play and responding to direct questions and play activities.

## WORDS WE WILL LEARN

weather season spring summer  
autumn winter

# I wonder about myself and the world around me.

## PERSONAL, SOCIAL & EMOTIONAL

- Selecting & using resources in their new classroom setting
- Getting used to new routines & rules
- Building relationships with adults & peers in the setting

## PHYSICAL DEVELOPMENT

### PE – FMS Hungry Caterpillar —

Demonstrates overall body strength, balance, co-ordination and agility. Negotiates space and obstacles safely including throwing underarm, rolling, considering themselves and others. Hold a pencil effectively, using tripod grip. Use a range of small tools. Talk about different ways I can be healthy and keep active.

## EXPRESSIVE ARTS & DESIGN

**Art** Portraits. Explore the role of outlines to make features and thick and thin brushes for adding detail.

**Music** Me! Listening and responding to unfamiliar genres. Learn and perform a nursery rhyme. Learn to find a beat.

**Performance** Learn to signify parts of the class text.

## TRIPS, VISITS & HOME CHALLENGES

- Nature / Autumn walk (school grounds)
- Home challenge: make an Autumn collage

## UNDERSTANDING THE WORLD

**RE** EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time?

**Science** What are the materials around us called? Use senses in hands-on exploration. Explore and discuss similarities of properties, talk about what they see using new vocabulary.

**History** Have toys always been the same? Understand that photographs tell us about the past, use artefacts to learn about the past, talk about the changes they see. Begin to understand chronology and a time line.

**Geography** Understand the effects of seasonal change; notice that the weather changes frequently. Contribute to a weather chart, understand which seasons are hot and cold, know the name of the seasons.

# I wonder about the difference between light and dark.

## SUGGESTED TEXTS

- Owl Babies
- How to Catch a Star
- Bringing Down the Moon
- One Snowy Night – Nick Butterworth
- Can't You Sleep Little Bear?

## NURSERY RHYMES

- 5 Little Snowmen
- Twinkle Twinkle
- Polly Put the Kettle On
- Miss Polly had a Dolly
- Pussy Cat Pussy Cat
- Hey Diddle Diddle
- Little Jack Horner

## READING

Daily CVC activity for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs. Basic who, what, where, when questions for comprehension. Independent decodable books in the environment. Learning and role-playing stories from other cultures, comparing to stories we already know. Good vs bad.

## WRITING

Focused strength activities for those that need it. Daily name writing. Correct formation focus. Weekly modelled drawing and writing sessions. Word level. Weekly letter formation session. 1:1 CVC labelling task weekly.

## WRITING TASKS THIS HALF-TERM

- Christmas lists
- Describing characters

## COMMUNICATION & LANGUAGE

Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs.

## WORDS WE WILL LEARN

Diwali Christmas celebration  
Christian Jesus God religion

# I wonder about the difference between light and dark.

## PERSONAL, SOCIAL & EMOTIONAL

- Continuing to develop friendships & relationships
- Exploring feelings
- Increasingly following rules and boundaries

## PHYSICAL DEVELOPMENT

**PE – FMS Down on the Farm (throwing)** — Practice and refine movement skills they have already acquired. Develop small motor skills to use tools independently and safely. Attempt to manage own hygiene.

## EXPRESSIVE ARTS & DESIGN

**DT** Diva lamps. Use a variety of tools to sculpt a lamp and carve patterns. Mix paint with glue to make a glaze.

**Music** My Story! Listen and begin to appraise with simple sentence stems. Learn and perform a nursery rhyme. Name basic percussion instruments and use to find a simple beat. Perform.

**Performance** Learn a simple Bollywood dance and perform. Role play and retell the story of Rama and Sita with puppets.

## TRIPS, VISITS & HOME CHALLENGES

- Diwali visitor / themed day
- Vicar visit – Christingle service
- Home challenge: make your family tree

## UNDERSTANDING THE WORLD

**RE** S5 Christian Art: How do Christians express their faith through art? How do people of faith express their beliefs through art? (Hinduism, Islam, Judaism). 2.2 Christmas: Why was the birth of Jesus such good news?

**Science** Light and dark. Making shadows. Different places to find light. Torches / dark tent / puppets (observing).

**Geography** Why do we celebrate differently? Begin to understand there are different buildings in communities, different people visit these regularly to pray.

# I wonder what differences there are between hot and cold places.

## SUGGESTED TEXTS

- Dot in the Snow
- The Naughty Bus
- The Journey – Neil Griffiths
- The Train Ride

## NURSERY RHYMES

- Brush, Brush, Brush Your Teeth
- 10 Fat Sausages
- Teddy Bears Picnic
- Currant Buns
- Peter Rabbit
- Little Miss Muffet
- 3 Blind Mice

## READING

Daily independent reading of basic sentences. More complex sentences daily supported reading. Comparison of fiction and non-fiction. Understands that information can be found in non-fiction books. Looks through non-fiction books with interest. Learning key vocabulary to support comparison: title, blurb, photo, picture, information.

## WRITING

Daily CVC tasks involving new digraphs and revisits of old. Daily hand strength and home activities for those that need it. Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling. Weekly modelled drawing and letter formation session. 1:1 writing task weekly.

## WRITING TASKS THIS HALF-TERM

- Non-fiction facts: polar bear booklet
- Labelling polar animals
- Captions

## COMMUNICATION & LANGUAGE

Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses.

## WORDS WE WILL LEARN

Arctic   freezing   melt   Inuit  
polar   South Pole   North Pole  
explorer   before   now   Earth

# I wonder what differences there are between hot and cold places.

## PERSONAL, SOCIAL & EMOTIONAL

- Showing independence in selecting & using resources
- Identify the range of feelings and how others may feel
- Begin to take on challenges and show perseverance

## PHYSICAL DEVELOPMENT

**PE – FMS A Visit to the Zoo (throwing and catching)** — Develop body strength. Develop balance when using large equipment. Develop confidence and accuracy when using a ball. To be able to fasten own coat. Develop coordination. Develop handwriting style.

## EXPRESSIVE ARTS & DESIGN

**Art** Combining media to produce an arctic collage. Roll, tear, splatter, print, scrunch.

**Music** Everyone! Listen and appraise. Able to use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone. Perform.

**Performance** Signify key facts about polar bears.

## TRIPS, VISITS & HOME CHALLENGES

- Vicar visit – Easter
- Chinese New Year themed day
- Home challenge: make an Arctic landscape

## UNDERSTANDING THE WORLD

**RE 3 Jesus:** Why did Jesus welcome everyone?

**Science** Changing states. Melting of ice and how Arctic animals stay warm. Melting experiments (comparative / fair testing).

**Geography** North and South Pole. Penguins and polar bears linked. Living in cold places. Comparison of lifestyles. Compare to our known environments.

**History** Who do we know that's famous? Appreciate that many stories are set in the past. That brave people sometimes need to make change. Talk about why people did what they did and discuss why they did so. Understand that these people have made the world a better place.

# I wonder how things move.

## SUGGESTED TEXTS

- Supertato
- Oliver's Vegetables
- Oliver's Fruit Salad

## NURSERY RHYMES

- Hickory Dickory Dock
- Horsey Horsey
- I'm a Little Teapot
- Pat a Cake
- Wiggly Woo
- Little Bo Peep

## READING

Signify whole class text and begin to make simple innovations of places and character.

## WRITING

Daily word building task with frames and fans to support selecting correct sounds. Picture prompts to guide word choice. Sentence level tasks with word boxes to support all words being included in a sentence. Recording equipment for independent sentence building. Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling. Weekly modelled drawing and letter formation session. 1:1 writing task weekly.

## WRITING TASKS THIS HALF-TERM

- Innovated story map & page

## COMMUNICATION & LANGUAGE

Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened.

## WORDS WE WILL LEARN

wheels

force

push

pull

stretch

rub

spring

bounce

# I wonder how things move.

## PERSONAL, SOCIAL & EMOTIONAL

- Begin to regulate their behaviour
- Show independence in managing their needs
- Begin to show resilience in the face of challenge

## PHYSICAL DEVELOPMENT

**PE – FMS An Adventure with the Emergency Services (throwing and catching)** — Develop body strength. Develop balance when using large equipment. Develop confidence and accuracy when using a ball. To be able to fasten own coat. Develop coordination. Develop handwriting style.

## EXPRESSIVE ARTS & DESIGN

**DT** Make a moveable object with wheels.

**Music** Our World! Listen and appraise. Able to identify some instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start and stop. Basic rhythm and beat. Perform.

**Performance** Learn and perform the song and actions of a sea shanty.

## TRIPS, VISITS & HOME CHALLENGES

- Environment walk
- Scrapstore DT

## UNDERSTANDING THE WORLD

**RE** EYFS 7 Easter: Why do Christians believe that Easter is all about love?

**Science** Floating and sinking boats. Materials. Testing for suitability. Making predictions and building boats (problem solving).

**Science** How can I make things move (magnets)? Explore magnets with different materials. Find out how to move things without touching them, look at materials and discuss which can bend, group materials depending on their properties (link to previous learning).

**Science** How do cars move? Explore different moveable toys and ones with moveable parts. Explore toys with wheels. Find out which surfaces are best to travel on, make my own vehicle. DT link.

**Geography** What is a country and why are there so many? Understand what a country is, talk about different countries, look at the different continents, link to previous Poles work. Focus on hot places – Africa.

# I wonder how things grow.

## SUGGESTED TEXTS

- Jasper's Beanstalk
- Eddie's Garden

## NURSERY RHYMES

- A Sailor Went to Sea
- Mary had a Little Lamb
- 5 little monkeys
- 1 2 3 4 5 Once I Caught
- Mr Sun
- Humpty Dumpty
- Row Your Boat

## READING

Independent reading of books with multiple sentences. Introduction of 'why?' inference questions. Specific inference sessions. Sorting spring texts fiction / non-fiction.

## WRITING

Upper case letters used to start a sentence. Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections. Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil guided spelling. Weekly letter formation session. 1:1 writing task weekly. Read the sentence and draw.

## WRITING TASKS THIS HALF-TERM

- Shopping lists
- Planting diary basic sentences
- Describing fruits / veg / flowers

## COMMUNICATION & LANGUAGE

Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way.

## WORDS WE WILL LEARN

grow plant seed life cycle  
flower stem petal leaf  
sunlight farm / farmer

# I wonder how things grow.

## PERSONAL, SOCIAL & EMOTIONAL

- Expressing & moderating feelings
- See themselves as valuable individuals (within a family unit)
- Finding solutions to conflicts
- Explain reasons for rules
- Manage own basic hygiene

## PHYSICAL DEVELOPMENT

### PE – FMS Rumble in the Jungle —

Demonstrates overall body strength, balance, co-ordination and agility. Negotiates space and obstacles safely including throwing underarm, rolling, considering themselves and others. Hold a pencil effectively, using tripod grip. Use a range of small tools. Talk about different ways I can be healthy and keep active.

## EXPRESSIVE ARTS & DESIGN

**Art** Still life drawings. Selecting between crayon, pencil and paint for best effect. Using outlines. Taking account of object placement.

**Music** Big Bear Funk! Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat. Perform.

**Performance** Spring song – Jack Hartmann. Perform to parents.

## TRIPS, VISITS & HOME CHALLENGES

- Nature walk
- Butterfly garden
- Visit to the fruit / veg shop
- Home challenge: growing sunflowers from seeds

## UNDERSTANDING THE WORLD

**RE 2.1** The Bible: Why is the Bible such a special book? Do people of all world faiths have holy books? (Islam, Judaism, Sikhism)

**Science** How do things grow from seeds?

**Geography** Farming land and how it is used to grow vegetables. Google Earth to show how land is used locally.

**History** Who is in my family? Begin to make a sense of their own life story and their family's history. Look at comparisons from Victorian times with artefacts and clothes and how these have changed.

# I wonder about life on the farm.

## SUGGESTED TEXTS

- Rosie's Walk
- Farmer Duck
- What the Ladybird Heard

## NURSERY RHYMES

- Baa Baa Black Sheep
- 5 Little Ducks
- 5 Speckled Frogs
- Mary, Mary
- 5 Little Ladybirds
- Beehive
- 5 Little Men

## READING

Signifying / story maps / innovate small sections.  
Who, what, where, when, why questions.

## WRITING

Secure spelling of tricky words. Secure phase 2–4 phonemes. Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections. Weekly modelled writing. Sentence level. Model of finger spaces, capital letters and full stops. Pupil guided spelling.

## WRITING TASKS THIS HALF-TERM

- Multiple sentences that retell class text
- Describing / recount sentences for farm visit
- Sentences linked to chick hatching sequencing

## COMMUNICATION & LANGUAGE

Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery.

## WORDS WE WILL LEARN

life cycle   baby   chick   adult  
hen   cockerel   hatch   bake   rise  
stir   clean   dirty   germs

# I wonder about life on the farm.

## PERSONAL, SOCIAL & EMOTIONAL

- Working cooperatively & taking turns with others
- Show understanding of others' feelings & perspectives
- Give focused attention

## PHYSICAL DEVELOPMENT

**PE – FMS An Encounter with Pirates (throwing and catching)** — Develop body strength. Develop balance when using large equipment. Develop confidence and accuracy when using a ball. To be able to fasten own coat. Develop coordination. Develop handwriting style.

## EXPRESSIVE ARTS & DESIGN

**DT** Baking bread. Basic food hygiene, measuring, weighing, scooping, mixing, kneading.

**Music** Reflect. Rewind. Replay! Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform.

**Performance** Role play the Little Red Hen tale as a school production for parents.

## TRIPS, VISITS & HOME CHALLENGES

- Living Eggs
- Farm visit
- Home challenge: make a shoebox farm

## UNDERSTANDING THE WORLD

**RE** 1.9 My world, Jesus' world: How is the place where Jesus lived different from how we live now? (Judaism)

**Geography** Farming land and how it is used to farm animals. Google Earth to show how land is used locally.

**Science** How many creatures are on our Earth?

# Six half-terms, six questions

## AUTUMN 1

**I wonder about myself and the world around me.**

### TEXTS

- The Colour Monster
- Super Duper You
- Leaf Man
- The Leaf Thief
- Alfie's World

### BEYOND THE CLASSROOM

- Nature / Autumn walk (school grounds)
- Home challenge: make an Autumn collage

## AUTUMN 2

**I wonder about the difference between light and dark.**

### TEXTS

- Owl Babies
- How to Catch a Star
- Bringing Down the Moon
- One Snowy Night – Nick Butterworth
- Can't You Sleep Little Bear?

### BEYOND THE CLASSROOM

- Diwali visitor / themed day
- Vicar visit – Christingle service
- Home challenge: make your family tree

## SPRING 1

**I wonder what differences there are between hot and cold places.**

### TEXTS

- Dot in the Snow
- The Naughty Bus
- The Journey – Neil Griffiths
- The Train Ride

### BEYOND THE CLASSROOM

- Vicar visit – Easter
- Chinese New Year themed day
- Home challenge: make an Arctic landscape

## SPRING 2

**I wonder how things move.**

### TEXTS

- Supertato
- Oliver's Vegetables
- Oliver's Fruit Salad

### BEYOND THE CLASSROOM

- Environment walk
- Scrapstore DT

## SUMMER 1

**I wonder how things grow.**

### TEXTS

- Jasper's Beanstalk
- Eddie's Garden

### BEYOND THE CLASSROOM

- Nature walk
- Butterfly garden
- Visit to the fruit / veg shop
- Home challenge: growing sunflowers from seeds

## SUMMER 2

**I wonder about life on the farm.**

### TEXTS

- Rosie's Walk
- Farmer Duck
- What the Ladybird Heard

### BEYOND THE CLASSROOM

- Living Eggs
- Farm visit
- Home challenge: make a shoebox farm

## ALSO ACROSS THE YEAR IN PE

**PE – A Fairy tale Adventure** — Develop core muscle strength and posture. Combine different movements with ease. Establish the correct pencil grip and posture for writing. To be able to put on and take off own coat.

**PE – Under the Sea** — Develop control when moving. Develop overall body strength, balance, co-ordination and agility. Develop core strength. Develop the skills to manage the school day – dressing and undressing, putting own shoes on.

## EYFS FUNDAMENTAL SKILLS

To jump for distance

To land appropriately

To hop on both feet

To underarm throw for distance

Overarm throw – model, swap and use other hand

Catching

Jumping for distance

Skipping

Bounce a ball

Pat a ball