

Henshaw and Greenhead Primary Schools
EYFS Long Term Curriculum Overview 2021-22

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry <i>(these may change due to chn's interests & needs)</i>	'Me and My Community' topic Exploring Autumn project Halloween	'Once Upon a Time' topic Sparkle and Shine project Bonfire night Christmas	'Starry night' topic Winter Wonderland project Chinese New Year	'Dangerous dinosaurs' topic Puddles and Rainbows project Pancake Day Easter Spring	'Sunshine and Sunflowers?' topic Shadows and Reflections project Lifecycles	'Big Wide World' topic Splash! Project Africa/Stories from other cultures
Communication and Language	Learn new vocabulary and use it throughout the day. Use new vocabulary in different contexts. Listen carefully to rhymes and songs. Learn rhymes, poems and songs.					
	Understand how to listen carefully and why listening is important. Connect one idea or action to another using a range of connectives. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Know many rhymes and be able to tell a long story. Develop social phrases.	Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Describe events in some detail. Sing a large repertoire of songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions. Listen to and talk about stories to build familiarity and understanding. Retell stories. Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in explanations and in different contexts. Make comments about what they have heard and ask questions to clarify understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers. Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions.
Personal, Social and Emotional Development	See themselves as a valuable individual. Develop their sense of responsibility & membership of a community. Show more confidence in new situations. Build constructive and respectful relationships.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Use meditation to calm and relax. Be confident to try new activities and show independence.		Think about the perspectives of others. Manage their own needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals.	

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	<p>Express their feelings and consider the feelings of others. Work and play cooperatively and take turns with others. Give focused attention to what the teacher says. Explain the reason for rules. Know right from wrong and try to behave accordingly. Manage own basic hygiene and personal needs.</p>		<p>Form positive attachments to adults and friendships with peers.</p>	<p>Being able to wait for what they want and control immediate impulses when appropriate. Show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs including, dressing, going to the toilet. Having an understanding of how to be healthy - healthy food choices, staying active, oral health.</p>		
<p>Physical Development</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop the skills they need to manage the school day successfully: lining up, mealtimes, personal hygiene. To learn some basic yoga moves through stories. Use one-handed tools and equipment.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, athletics and swimming. Continue to develop yoga poses. Use a comfortable grip with good control when holding pens & pencils.</p>	<p>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. To begin to understand how yoga can strengthen our bodies and help us to relax. Further develop the skills they need to manage the school day successfully eg mealtimes, personal hygiene.</p>	<p>Progress toward a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Combine different movements with ease and fluency. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination.</p>	<p>Begin to show accuracy and care when drawing and colouring. To move smoothly from one yoga pose to another.</p>
	<p>Develop fine motor skills so they can use a range of tools eg scissors, pencils and pens for</p>	<p>Develop the foundations of a handwriting style which is accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</p>			

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	drawing and writing, knives and forks, safely and confidently.		Uses a range of small tools with increasing accuracy eg scissors		Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being safe.	
Literacy	Enjoy listening to stories. Talk about stories. Retell stories orally, through drawing, mark making then writing. Use ideas from stories in their play, drawings and writing. Enjoy a range of books.					
	Enjoy sharing books with an adult. Pay attention and responds to the pictures and the words. Develop play around favourite stories using props.		Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Invent their own stories. Ask questions about the book. Makes comments and shares their own ideas		Draw and write their own stories. Innovate stories. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Review stories. Enjoy a range of books including stories and non-fiction books. Explore other books such as the bible, dictionaries, encyclopaedias.	
	Enjoy songs and rhymes, tuning in and paying attention. Develop phonological awareness so they can: spot rhymes, count or clap syllables, recognise words with the same initial sound. Notice some print eg a familiar logo or letters from their name. Understand print has meaning, print can have different purposes, we read English text from left	Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Write some or all of their name.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words.	Read simple phrases and sentence made up of words with known letter- sound correspondences. Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Begin to write captions with finger spaces between words. Read a few common exception words matched to the school's phonic programme.	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 it makes sense. Explore different genres eg writing a recipe, a list, a postcard.

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	to right and from top to bottom. Enjoy drawing freely. Make marks which they give meaning to. Read individual letters by saying the sounds of them. Repeats words and phrases from familiar stories.					
Phonics	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
Maths White Rose Maths	Key times of day. Class routines. Positional Language. Match, sort and compare amounts. Counting, representing, comparing, composition of numbers 1, 2, 3, 4, 5 Compare size, mass, capacity Explore and make patterns	Counting, representing, comparing, composition of numbers 4, 5, 6, 7, 8 Money Time Shape Subitising Early doubling Spatial reasoning	Counting, representing, comparing, composition of numbers 5, 6, 7, 8, 9 Money Time Shape Early doubling Subitising	Counting, representing, comparing, composition of numbers 7, 8, 9, 10 Halving Doubling Sharing Subitising Spatial reasoning	Counting, representing, comparing, composition of numbers 10, 11, 12, 13, 14, 15 Doubling Halving Sharing Subitising Spatial reasoning Money, Time, Shape Further develop repeating patterns.	Automatically recall number bonds for numbers 0-10. Counting, representing, comparing, composition of numbers 16, 17, 18, 19, 20 (and beyond if appropriate) Subitising Doubling, sharing, grouping, halving. Even and odd. Money, time, shape Spatial reasoning
Understanding the World	Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country	Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting	Understand that some places are special to members of their community. Describe immediate environments. Explore similarities and differences between the natural world around them	Explain similarities and differences between life in this country and life in other countries. Understand the important processes and changes in the the natural world around them.	Draw information from a simple map. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

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	Name and describe people who are familiar to them. Know some similarities and differences between in the past and now. Explore the natural world around them., making observations and drawing pictures of animals and plants. Important changes and seasons.	and life in other countries. Explore the natural world around them. Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore how things work.	environments, drawing on their experiences and what has been read in class. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.	and contrasting environments.	Understand the key features of the life cycle of a plant and an animal. Recognise some similarities and differences between life in this country and life in other countries.	Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design	Develop storylines in their pretend play. 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.	Make use of props and materials when role playing characters in narratives and stories. Return to and build on previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills. Sing a range of nursery rhymes and songs.	Listen attentively, move to and talk about music, expressing their feelings and responses. Invent, adapt and recount narratives and stories with peers and adults.	Perform songs, rhymes, poems and stories. Watch and talk about dance and performance art, expressing their feelings and responses. Share their creations, explaining the process they have used.
	Explore, use and refine a variety of artistic effects to express their ideas and feelings – drawing, printing, painting, collage, sculpting, textiles Safely explore and use a variety of materials, tool and techniques, experimenting with colour, design, texture, form and function. Explore and engage in music making and dance, performing solo or in groups.					
R.E.	Creation (Core): Why is the word “God” so important to Christians? Harvest/Harvest Festival The Creation Story	Incarnation (core): Why do Christians perform nativity plays at Christmas? Jesus Christmas/nativity story	Salvation (core): Why do Christians put a cross in an Easter garden? Noah’s Ark Chinese New Year	Salvation (Digging Deeper): Why do Christians put a cross in an Easter garden? Easter Lent	Thematic: Which stories are special and why? The Bible The Lost Sheep The Good Samaritan The 10 Lepers	Thematic: Being special. Where do we belong? Our own special places Churches Judaism – Synagogue

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