

EYFS Curriculum Overview 2018-19

Areas of learning	Autumn 1: Big Dig	Autumn 2: Stickman	Spring : Pirates and Pioneers	Summer 1: Oliver's Vegetables	Summer 2: Out of this World
Personal, Social and Emotional Development	<p>Confidence with trying new activities. Knowing what behavior is unacceptable and talking about their own behavior and the behavior of others. Understanding and following rules and taking changes to routine in their stride. Choose the resources they need for their given activity.</p>	<p>Play co-operatively, taking turns with others. Show sensitivity to others' needs and feelings. Form positive relationships with other adults and children.</p>	<p>Taking account of one another's ideas on how to organise an activity. Show sensitivity to others' needs and feelings. Confidence to speak in a familiar group. Say when they do or don't need help. Confidence with trying new activities and say why they like some activities more than others. Play co-operatively, taking turns with others. Form positive relationships with other adults and children.</p>	<p>Talk about how they and others show feelings. Work as part of a group or class. Adjust their behavior to different situations. Talk about their ideas.</p>	<p>Adjust their behavior to different situations. Show sensitivity to others' needs and feelings.</p>
Communication and Language	<p>Listen attentively in a range of situations. Listen to stories. (<i>Dinosaur stories: E.g Dinosaur Bones, Dear Dinosaur, Dinosaur's Diary, How the</i></p>	<p>Listen to stories, accurately anticipating key events. (<i>Stick msn, Leaf Man, pumpkin soup, Tree: seasons come seasons go, The Night Gardener, Tidy, The Fox in the Dark, Hoot</i></p>	<p>When listening to stories, respond to what they hear with relevant comments, questions or actions. (<i>The Night Pirates, Shiver Me Letters, Pirates Next Door</i>) Children express themselves clearly, showing awareness of the listeners' needs.</p>	<p>When listening to stories, respond to what they hear with relevant comments, questions or actions. (<i>Jack and the Beanstalk, Oliver's</i></p>	<p>When listening to stories, respond to what they hear with relevant comments, questions or actions. (<i>Commotion in the</i></p>

	<p><i>Dinosaur got to the museum, Dinosaur Roar!, Digging up Dinosaurs, Stom Chomp Big Roar Here Come The Dinosaurs.)</i></p> <p>Children express themselves clearly.</p>	<p><i>Owl, Snowballs, The Snowflake Mistake, Winter Magic, Secrets of Winter, Shackleton's Journey, Autumn Performance Poetry Pack)</i></p> <p>Following instructions involving several ideas or actions.</p> <p>Children express themselves clearly.</p> <p>Develop own narratives by connecting ideas or events (<i>Seasonal change/ woodland stories</i>)</p>	<p>Use past tense correctly. (<i>Linked to work on kings and queens of the past</i>)</p> <p>When listening to stories, respond to what they hear with relevant comments, questions or actions. (<i>Pirate Stories e.g. The Night Pirates</i>)</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (<i>Pirate Graduation. Recount of what we have learnt</i>)</p>	<p><i>Vegetables, Oliver's Fruit Salad, non-fiction texts)</i></p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Give attention to what others say and respond appropriately.</p> <p>Develop own explanations by connecting ideas or events (<i>Facts about plants</i>)</p>	<p><i>Ocean, Rainbow Fish, non-fiction texts.)</i></p> <p>Develop own narratives and explanations by connecting ideas or events (<i>Sea stories, facts about the ocean</i>)</p>
Physical Development	<p>Manage their own personal hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Show good control and co-ordination in large and small movements.</p>	<p>Show good control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing. (<i>Making journey sticks, stick men, charcoal writing</i>)</p>	<p>Know the importance of for good health of physical exercise, and a healthy diet.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Show good control and co-ordination in large and small movements.</p>	<p>Show good control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Show good control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>

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Literacy: Reading	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.
Literacy: Writing	Use their phonic knowledge to write words in ways which match spoken sound.	Write simple sentences which can be read by themselves and others. Write some irregular common words.	Write simple sentences which can be read by themselves and others. Write some irregular common words. Spell some words phonetically plausibly.	Write simple sentences which can be read by themselves and others. Write some irregular common words. Spell some words phonetically plausibly.	Write simple sentences which can be read by themselves and others. Write some irregular common words. Spell some words phonetically plausibly.

Mathematics	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Use everyday language to talk about size and weight. Create patterns.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers. Use everyday language to talk about time and money. Explore characteristics of everyday objects and shapes.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Use everyday language to talk about capacity and position. Create and describe patterns. Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Solve problems using doubling, halving and sharing. Use everyday language to talk about distance. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems using doubling, halving and sharing. Compare quantities and objects to solve problems. Create and describe patterns.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems using doubling, halving and sharing. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world	Know about similarities and differences in relation to places, objects, materials and living things.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their	Talk about past and present events in their own lives and in the lives of family members. (<i>To run alongside ks1 work on pioneers/explorers</i>) Know about similarities and differences between themselves and others, and	Make observations of plants and explain why some things occur, and talk about changes (<i>Growing plants</i>)	Know about similarities and differences between themselves and others, and among

	<p>Talk about features of their own environment and how they might vary from one another (Comparing Weston and Anderby Creek) They make observations of animals and plants and explain why some things occur, and talk about changes. Select and use technology for particular purposes. (<i>iPads and laptops – dinosaur videos and games, Mary Anning Video, Anderby Creek research</i>)</p>	<p>own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (<i>Making stick men/leaf men, discussing seasonal change</i>) Select and use technology for particular purposes. (<i>iPads and laptops – tree identification app, photographs of nature, listening to stories</i>)</p>	<p>among families, communities and traditions. (<i>Link to RE</i>) Recognise that a range of technology is used in places such as homes and schools (<i>In regards to navigation and travel, linked to pirates</i>) Select and use technology for particular purposes. (<i>iPads and laptops – Pirates stories and games, geographical photos</i>) Select and use technology for particular purposes. (<i>Videos and facts on farm animals</i>) Know about similarities and differences in relation to objects and materials.</p>	<p>Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. (<i>Link to RE</i>) Select and use technology for particular purposes. (<i>Videos and facts on plants</i>)</p>	<p>families, communities and traditions. (<i>Link to RE</i>) Make observations of animals and explain why some things occur, and talk about changes (<i>Sea Creatures</i>) Select and use technology for particular purposes. (<i>Videos of seaside stories and ocean facts</i>)</p>
Expressive Arts and Design	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p>	<p>Sing songs and dance (<i>Christmas Production</i>) Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p>	<p>Sing songs (<i>collective worships</i>) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (<i>Pirate Flags</i>)</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing</p>	<p>Children sing songs (<i>collective worships</i>) Children sing songs, make music and dance, and experiment with</p>

	(fossils in dough and clay) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (<i>safari art</i>) Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>archeology roleplay, trench area</i>)	design, texture, form and function. (<i>making stick men, autumn pictures, bonfire pictures</i>) Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>Woodland/Autumn stories and art, stick man small world</i>)	Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories (Pirate songs and roleplay) Sing songs, make music and dance, and experiment with ways of changing the, (<i>Music lessons, pirate songs, collective worship</i>) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (<i>Pirate Flag - Textiles</i>) Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>Pirate roleplay</i>)	the, (<i>Music lessons, collective worship</i>) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (vegetable printing, fruit and vegetable pictures (linked to Archimboldo))	ways of changing the, (<i>Music lessons, collective worship</i>) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (<i>ocean art, sea creature models</i>) Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>seaside roleplay, ocean small world in water area</i>)
RE	Myself (Harvest Festival)	Special People To Me (Christmas Carol Service)	Our Special Books Our Special Things (Easter Service)	Places of worship: Church visit (Leavers' Service)	
Trips/Wow Day	Anderby Creek – fossil hunting.	Stickman Day (Outdoor Education) Empty Classroom Day 1 st November 2018	Pirate Graduation Pioneer Adventure (Child-initiated 'exploration' trip)	Growing own food – Farmer's Market/ Vegetable Show	Summer Solstice Celebration.

