



Curriculum Overview – EYFS

“Let the wild rumpus start.”

Where the Wild Things Are by Maurice Sendak



While our curriculum is adapted each year according to the specific needs of the cohort, the approach always centres around our belief that high levels of engagement produce high levels of attainment. In light of this, we provide an engaging curriculum that maximises the opportunity for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. As well as encouraging new ones, we also follow children’s ideas and interests, fostering a lifelong love of learning in and out of school.


Our curriculum enables children to succeed through collaborative learning principles, so there’s a strong emphasis on the Prime Areas of learning: Physical Development, Personal, Social and Emotional Development and Communication and Language, including oracy. We support children to become independent learners engaged in sustained play and developing their own lines of enquiry, helping them acquire courage and independence, belief in themselves, focus and concentration, physical and mental stamina, and the judgement to take play-based risks.


Staff encourage oracy from an early age through talking stories, retelling stories and scaffolding conversations during continuous provision and class discussions. We also recognise that oracy doesn’t just improve academic outcomes: it’s an essential skill that ensures success in wider life and future employment. Oracy develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy, together which support the child’s overall well-being. Right from day one, our enabling environments, secure routines and warm, skilful adult interactions guide the children’s development

The characteristics of effective learning come alive with animated characters like *Proud Peacock*, *Reflecting Rhino* and *Go for It Gorilla*. This gives children the opportunity to understand and talk about their learning experiences using words such as perseverance, concentration and reflection. By the end of Reception, our intent is that every child makes at least ‘good’ progress from their starting points, and all are equipped with the skills and knowledge to have a smooth transition into Year 1.

	Term 1	Term 2	Term 3

<p>Personal, social and emotional development</p> 	<p>Au 1 To talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p> <p>Au 2 Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships</p>	<p>Spr 2 Show pride in achievements. Understand behavioural expectations of the setting. Explain right from wrong and try to behave accordingly. Manage their own needs. Identify kindness. Seek others to share activities and experiences.</p> <p>Sp 2 To make choices and communicate what they need. Begin to show persistence when faced with challenges. To keep play going by co-operating, listening, speaking, and explaining. Reflect on the work of others and self-evaluate their own work.</p>	<p>Su 1 Beginning to know that children think and respond in different ways to them. Talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p> <p>Su 2 Able to identify and moderate own feelings. See themselves as a unique and valued individual. Seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p>
<p>Throughout the Year</p>	<p>Develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>		
<p>Physical development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use large muscle movement to wave flags, streamers, wash windows, climb etc To develop their movements, balancing riding scooters, trikes, skateboards and balance bikes</p> <p>To begin to mix sand and water/flour and water outside to achieve the correct consistency using a range of large and small tools. To use non-statutory measures e.g cups and spoons Squiggle whilst you wiggle</p>	<p>Know and talk about the factors involved in being a safe pedestrian. To develop their movements, balancing riding scooters, bikes with stabilisers To use techniques such as mix, spread and knead Follow the steps to make a chapatti achieving the correct consistency Squiggle whilst you wiggle</p>	<p>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. Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To follow the steps to make a bread roll. Further develop movements for riding bikes with and without stabilisers Squiggle whilst you wiggle</p>

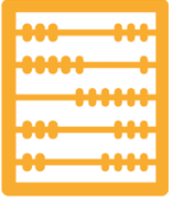

<p>Throughout the Year</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p> <p>Understand the importance of oral hygiene by brushing teeth daily</p>		
<p>REAL PE Focus</p>	<p>Au 1 Routines for and getting changed for PE</p> <p>Au 2 Cog Focus – Personal Coordination skill: Footwork/One leg</p>	<p>Sp 1 Personal Cog Focus – Social Coordination skill: Jumping and Landing</p> <p>Sp 2 Personal Cog Focus – Cognitive Coordination skill: Balance</p>	<p>Su 1 Personal Cog Focus – Creative/physical Coordination skill: Ball Skills - sending and receiving</p> <p>Su 2 Personal Cog Focus – Health and Fitness Coordination skill: Ball chasing/Floorwork</p> <p>Sports Day</p>
<p>Communication and Language</p> 	<p>Vocabulary Learn and use new vocabulary throughout the day Use vocabulary in different contexts Starting school, Myself, Feelings, Diwali, Autumn, Bonfire Night, Christmas</p>	<p>Vocabulary Learn and use new vocabulary throughout the day Use vocabulary in different contexts Winter, people who help us in the community, Spring, Luna New Year, Our local environment, Farm Animals, Lifecycle of a Hen (hatching chicks), Ramadan/Eid</p>	<p>Vocabulary Learn and use new vocabulary throughout the day Use vocabulary in different contexts Summer, Journeys, Transport, Animals around the world, The wider world, Growing vegetables</p>
	<p>Au 1 Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use talk to organise play.</p> <p>AU 2 Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Follow instructions with 2 parts in a familiar situation.</p>	<p>Spr 1 Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play.</p> <p>Spr 2 Understand why listening is important. Maintain attention in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Sum 1 Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions.</p> <p>Sum 2 Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>

	<p>Oral Sentence structure Develop Social Phrases Use sentences of 4-6 words Au 2 Ask questions to find out more and to check they understand what has been said to them. Start a conversation with peers and familiar adults and continue for many turns.</p>	<p>Oral Sentence structure Begin to use past tense. Begin to recount past events. Sp 2 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Oral Sentence structure Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Su 2 Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. Speak in well-formed sentences with some detail. Make comments and clarify thinking with questions</p>
	<p>Poetry Basket Autumn 1 Chop, chop Cup of tea Falling apples A basket of apples Autumn 2 Wise old owl Leaves are falling Breezy weather Shoes Mice</p>	<p>Poetry Basket Spring 1 Popcorn Let's Put on Our mittens I Can Build a snowman Carrot Nose Spring 2 A little house Spring wind Stepping stones Mrs bluebird A Little Seed</p>	<p>Poetry Basket Summer 1 Dance Sliced bread Pitter Patter Thunderstorm I have a little frog Summer 2 Under a stone If I was so very tall Monkey babies A little shell</p>
<p>Literacy</p> 	<p>Reading Focus on Five favourites books Traditional Tales - sequence and learn Setting, problem, solution, Topic Related, Diversity, Rhyme/repetition, Well being/Environmental Au 1 Goldilocks and the Three Bears, First Day at Bug school, My Hair, Pete the Cat (I love my white shoes) The colour monster starts school Au 2 The Gingerbread Man, My Family, A Handful of buttons, Where's my Teddy, Everybody feels shy</p>	<p>Reading Focus on Five favourites books Traditional Tales - sequence and learn Setting, problem, solution, Topic Related, Diversity, Rhyme/repetition, Well being/Environmental Sp 1 The Elves and the Shoemakers, Riley can be anything, Golden Domes and Silver Lanterns, We're going on a bear hunt, Ravi's Roar Sp 2 Jack and the Beanstalk, The Flood, Coming to England Rhyme Crime, Kindness is my superpower</p>	<p>Reading Focus on Five favourites books Traditional Tales - sequence and learn Setting, problem, solution, Topic Related, Diversity, Rhyme/repetition, Well being/Environmental Sum 1 Little Red Riding Hood, Handa's Surprise, Lubna and Pebble, The very hungry caterpillar, Can I join your club? Sum 2 The Three Billy Goats Gruff, Rain, One day, so many ways, The Gruffalo, Clean up</p>

	<p>Comprehension Au 1 Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Comprehension Au 2 Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Begin to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension Sp 1 Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Comprehension Sp 2 Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support</p>	<p>Comprehension Su 1 Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Comprehension Su 2 Act out stories through role play activities, Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
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<p>Word reading Au 1 Firm Foundations in Phonics one Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Au 2 The Basics 2 Groups 1 -4 Know grapheme phoneme correspondence of 18 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know the tricky words - I, is, the, to, go, no, has, his, as, of into</p>	<p>Word reading Spr 1 The Basics 2 Groups 5-6 Know grapheme phoneme correspondence of 18 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know the tricky words - I, is, the, to, go, no, has, his, as, of into</p> <p>Spr 2 Begin the basics 3 groups 1-3 Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu, sh, ch, ng, th, Begin to read tricky words her, was you, he, she, we, be, me, they, my, by</p>	<p>Word reading Continue basics 3 and basics plus Groups 4-5 Know the vowel digraphs – ai, ee, oa, oo, oo, ar, or, ur, ow, oi, ur, er, Know trigraph igh, ure, ear, air Begin to read tricky words are, all, some, come, so, do, little, out</p>
<p>Text for Writing Pete the Cat - I love my White Shoes Goldilocks and the Three Bears Leaf Man Owl Babies</p>	<p>Text for Writing Jack Frost The Great Race - Lunar New Year The Train Ride On Sudden Hill</p>	<p>Text for Writing Lost and Found Handa's Surprise/Handa's Noisy Night Rain</p>
<p>Emergent Writing Au 1 Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition Use talk to organise describe events and experiences.</p> <p>Au 2 Emergent writing Copies adult writing behaviour e.g. writing on a whiteboard, writing messages Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship . Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition Use talk to link ideas, clarify thinking and feelings.</p>	<p>Emergent Writing Spr 1 Use appropriate letters for initial sounds Composition Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spr 2 Emergent Writing Build words using letter sounds in writing. Composition Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p>Emergent Writing Sum 1 Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition Write a simple sentence with a full stop.</p> <p>Sum 2 Emergent writing Begin to show an awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop Composition Write a simple narrative in short sentences with known letter-sound correspondences beginning to use a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.</p>

	<p>Understands that thoughts and stories can be written down.</p>		
	<p>Spelling Au 1 Orally segment sounds in simple words. Au 2 Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p>Spelling Sp 1 Spell to write VC and CVC words independently using basics 2 graphemes. Spelling Sp 2 Spell to write VC, CVC and CVCC words independently using basics 2 and some basics 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p>	<p>Spelling Su 1 Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spelling Su 2 Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown Spell irregular common (tricky) words e.g., he, she, we, be, me independently</p>
	<p>Handwriting Au 1 Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Au 2 Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Handwriting Spr 1 Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Spr 2 Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Handwriting Su 1 Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Su 2 Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>

<p>Mathematics</p> 	<p>Early Mathematical experiences Classifying, comparing, matching and ordering Pattern and Early Number Recognise, describe, copy and extend colour and size patterns, Count and represent the numbers 1 to 3, Estimate and check by counting Numbers within 6 Count up to six objects, One more or one fewer, Order numbers 1 -6, Conservation of numbers within six Addition and subtraction within 6 Explore zero, Explore addition and subtraction Measures and time Estimate, order compare, discuss and explore capacity, weight and lengths Calendar and time Days of the week, seasons, Sequence daily event</p>	<p>Shape and sorting Describe and sort 3-D shapes, Describe position accurately Numbers within 10 Count up to ten objects, Represent, order and explore numbers to ten, One more or fewer, one greater or less Addition and Subtraction within 10 Explore addition as counting on and subtraction as taking away Grouping and Sharing Counting and sharing in equal groups, Grouping into fives and tens. Relationship between grouping and sharing Number patterns within 15 Count up to 15 objects and recognise different representations, Order and explore number patterns to 15 One more or fewer</p>	<p>Doubling and Halving solve problems, including doubling, halving and sharing, Explore the relationship between doubling and halving Shape and Patten Describe/sort shapes; recognise continue and create patters Securing Addition and Subtraction facts Commutativity; comparing two amounts, doubling and halving Number Patterns with 20 Count up to 10 and beyond with objects Represent, compare and explore numbers to 20, One more or fewer Money and Measures Compare/describe coins capacities, volumes, weights and lengths Exploration of patterns within number Explore numbers and strategies, Recognise and extend patterns, Apply number, shape and measures knowledge, Count forwards and backwards</p>
	<p>Describe themselves - facial features etc Recognise that there are changes in the natural world through the seasons - Summer - Autumn -Winter To meet our school pet Orla The passing of time changes us all - stages of human growth Name and describe people who are familiar to them Begin to talk about their own history - what did they do yesterday, last week etc Notice that things change in nature over time Understand that there are important processes that happen - melting chocolate Find out about key historical events and why they are celebrated today - Guy Fawkes/Remembrance Day/Christmas Day Comment on images of familiar situations in the past e.g starting school, toys at Christmas Follow a simple map of a familiar place e.g school and</p>	<p>Understand that there are important processes that happen - Investigating water/ice and recyclable materials. Planting seeds and watching them grow. Animals eggs to chick, visit to farm naming different animals in our environment Recognise that there are changes in the natural world through the seasons - Winter-Spring. Visit Shibden Hall in local environment - looking at old artefacts. Know and comment on changes to local area by exploring sources of evidence e.g videos, black and white photos, newspapers. Find out about people and places within own community - Fire service, police, Nurse etc through visitors, photographs. Comment and ask questions about different parts of local area. Explore features of the local area, road names, shops, features - exploration of maps. Engaging in religious and non religious festivals - learning</p>	<p>Exploring frogspawn - tadpoles - frog Recognise that there are changes in the natural world through the seasons - Spring - Summer Create a timeline of their school year - compare to Malala Yousafzai Recount an event orally/pictorially with/out captions Understand that the world is made up of different countries - these countries have a range of animals and plants and need certain habitats to survive Look closely at and make comparisons between this country and the lives of people in other countries within the world Draw information from a simple map finding land and sea Talk about a range of real maps. Complete a simple Bee-bot program</p>

	<p>school grounds Engaging in religious festivals - learning how they are celebrated - Diwali and Christmas</p>	<p>how they are celebrated - Luna new year/Easter/Ramdan/Eid Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map</p>	
<p>Throughout the Year</p>	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Use the past tense with increasing accuracy Explore the natural world around. Understand the need to respect and care for the natural environment and all living things. Understand that some places are special to members of the community – Visit the local church/library/Mosque Recognise that people have different beliefs and celebrate special times in different ways - Christmas/Diwali/Lunar New Year/Ramadan-Eid</p>		

**Expressive arts
and design**



**Develop storylines in pretend
Play**

**Artist Study Andy
Goldsworthy
Art & Design**

Explore materials on different
scales

To practice opening and
closing blades on playdough
scissors progressing towards
more firm materials.

Explore one handed tools to
create changes in materials

To use a range of materials
that join e.g tape, glue

To begin to draw with
increasing complexity and
detail

Music

Sing in a group or on their
own, increasingly matching
the pitch and following the
melody.

Begin to sing entire songs

Begin to play instruments with
increasing control

Autumn 1

Charanga Songs - ME!

Pat-a-cake, 1, 2, 3, 4, 5, Once I
Caught a Fish Alive, This Old
Man, Five Little Ducks, Name
Song, Things For Fingers

Autumn 2 - My Stories

I'm a little teapot, Not too
difficult, The Grand Old Duke
of York, I'm a little Teapot,
Ring O Roses, Hickory Dickory
Dock

**Develop storylines in pretend
Play**

**Artist Study Jackson Pollock
Art & Design**

Return to and build on their
previous learning, refining
ideas and developing their
ability to represent them

To know how to improve
models (scrunch, twist, fold,
bend, roll).

Create collaboratively sharing
ideas, resources, and skills.

Mix primary colours to make
secondary colours

To begin to show emotions in
their drawings

Music

Play instruments with
increasing control

Improvise a song around one
that they know

Spring 1 - Everyone

Charanga Songs

Wind the bobbin up, Rock a
bye baby, Five Little Monkeys,
Twinkle, Twinkle, Happy and
you know it, Head shoulders,
knees and toes,

Charanga Songs - Our World

Old McDonald, Incy, wincy
spider, Baa, Baa, Black sheep,
Row row, row your boat,
Wheels on the bus, Hockey
Cokey

**Develop storylines in pretend
Play**

**Artist Study Paul Klee
Art & Design**

To begin create collaboratively
sharing ideas, resources and
skills, joining items in a variety of
ways

Children mix their own paint
independently, using the
correct amount of water and
paint.

To add black and white paint to
alter the tint or shade.

Begin to colour match to a
specific colour or shade

To represent detailed pictures
beginning to show their
interests such as rainbows,
houses etc.

Music

Play instruments with control
Explore and engage in music
making and dance, keeping a
steady beat
performing solo or in groups.

Sing in a group on own

Summer 1 - Big Bear Funk
Big Bear Funk, Hickory, Dickory
Dock, ABC song, Twinkle
Twinkle little star, Head
Shoulders Knees and Toes, If
your happy and your know it,
Five little monkeys,

**Summer 2 - Reflect, Rewind
and Reply**

Review of the year