

EYFS Curriculum Overview 2023-24

	Autumn 1 – Me, Myself and I	Autumn 2 – Let’s Celebrate!	Spring 1 – Traditional Tales	Spring 2 – Dinosaurs!	Summer 1-Everyday Heroes	Summer 2 – Oh I do like to be Beside the Seaside!
Other Possible Themes	Harvest Festival World Food Day	Christmas Remembrance Day Bonfire Night World Nursery Rhyme Week Diwali	Valentine’s Day Pancake Day Chinese New Year National Storytelling Week Safer Internet Day	Easter World Book Day		
PE	Spacial Awareness and Moving Safely	Dance	Fundamentals	Ball Skills	Gymnastics	Sports Day/Competitive Games
Enrichment Activities	Walk to Claverley for Harvest Festival Church Service	Nativity Performance Christmas Jumper/Dinner Day Santa Dash Pantomime Trip Walk to Claverley to post letters to Father Christmas	Story book crime scenes Tasting Chinese cuisine Making pancakes	Easter Service		
Books	The Colour Monster The Rainbow Fish Funny Bones Oliver’s Vegetables Pumpkin Soup Stone Soup Room on the Broom In Every House, on Every Street	Little Glow The Nativity Story Jolly Christmas Postman Where the Poppies Grow Night at the Toy Museum	Mr Wolf’s Pancakes Goldilocks and the Tree Bears Three Little Pigs Blow Your Nose Big Bad Wolf! Goldilocks Chicken Clicking Troll Stinks	Tyrannosaurus Drip The Girl and the Dinosaur Bumpus Jumpus Dinosaurumpus National Geographic Dinosaurs (Non Fiction)	A Superhero Like You What Will I Be? All Through the Night People Need People Big People, Little Dreams Superbat	The Lighthouse Keeper’s Lunch Tiddler The Snail and The Whale Sharing a Shell Commotion in the Ocean What the Ladybird Heard at the Seaside
<b>Communication and Language</b> Communication and Language underpins all seven areas of learning and development. Communication and Language is developed throughout the year through high quality interactions in a language rich environment. Through conversation, storytelling and role play, children share their ideas with support and modelling from adults. Adults comment on what children are interested in doing, or echo back what they say with new vocabulary added to build on children’s language. Children are read to daily, actively engaging in stories, non-fiction, rhymes and poems.	<b>Listening, Attention and Understanding</b> Children will understand how to listen carefully and know why it is important.  Children will engage in daily story time.	<b>Listening, Attention and Understanding</b> Children will begin to understand who, what, where, when, why and how questions.  Children will listen carefully to rhymes and begin to recognise rhyming patterns.  Children will learn simple rhymes, poems and songs.	<b>Listening, Attention and Understanding</b> Children will listen to and talk about stories to build familiarity and understanding.  Children will learn to ask questions to clarify their understanding.  Children will recite simple rhymes, poems and songs.	<b>Listening, Attention and Understanding</b> Children will retell a story to demonstrate their understanding.  Children will begin to answer who, what, where, when, why or how questions.	<b>Listening, Attention and Understanding</b> Children will understand and respond to who, what, where, when, why and how questions.	<b>Listening, Attention and Understanding</b> Children will have conversations with adults and peers with back-and-forth exchanges.
	<b>Speaking</b> Children will use social phrases as part of their daily routines eg. “good morning” and “how are you?”	<b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.  Children will use new vocabulary throughout the day.	<b>Speaking</b> Children will articulate their ideas and thoughts in well-formed sentences.  Children will connect one idea to another using a range of connectives, e.g. and, because.	<b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.	<b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events in detail.	<b>Speaking</b> Children will use talk to explain how things work and why they might happen in order to solve problems.  Children will talk using their acquired knowledge and vocabulary in a range of tenses.
	<b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.					
	<b>Make comments about what they have heard and ask questions to clarify their understanding.</b>					
	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b>					

	<p><u>Speaking</u>: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<p><b>Personal, Social and Emotional Development</b></p> <p>Personal, Social and Emotional Development is crucial for children to lead happy and happy lives and is fundamental to their cognitive development. Through weekly 'Family Group' time, children will be supported to understand and manage their emotions, develop a positive sense of 'self' and have confidence in their abilities and the valuable contributions they make.</p> <p>Our Church school motto '<u>to encourage one another and build each other up</u>' (1 Thessalonians 5:11)' reflects our vision to empower all to flourish and support them to fulfil their God given potential inspired by the life and teachings of Jesus.</p> <p>Our vision is achieved through our mission in practice in the 4 positive action statements that form the basis of the Claverley code:</p> <p>Believe that we can change things for the better (Hope)</p> <p>Respect our environment and each other (Dignity)</p> <p>Support our friends and community (Community)</p> <p>Take every opportunity to learn (Wisdom)</p>	<p><b>Self-Regulation</b></p> <p>Children will begin to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b></p> <p>Children will learn to wash their hands independently.</p> <p>Children will begin to understand the importance of healthy food choices.</p> <p><b>Building Relationships</b></p> <p>Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b></p> <p>Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b></p> <p>Children will build constructive and respectful relationships with an understanding for the need to have rules.</p> <p><b>Building Relationships</b></p> <p>Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to focus during longer whole class activities.</p> <p><b>Managing Self</b></p> <p>Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b></p> <p>Children will be able to use taught strategies to support in turn taking independently.</p>	<p><b>Self-Regulation</b></p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b></p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b></p> <p>Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b></p> <p>Children will manage their own basic needs independently eg. washing hands, toileting and dressing.</p> <p><b>Building Relationships</b></p> <p>Children will work cooperatively as a group, taking turns and sharing with others.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b></p> <p>Children will show resilience and perseverance in the face of a challenge.</p> <p>Children will have an understanding of the different factors that all contribute toward s a healthy lifestyle.</p> <p><b>Building Relationships</b></p> <p>Children will have the confidence to communicate with adults around the school.</p>
	<p><u>Self-Regulation</u>: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><u>Managing Self</u>: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u>: Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>					
<p><b>Physical Development</b></p> <p>Physical activity is vital in children's all round development. Children have daily access to our outdoor environment, providing opportunities to develop their core strength, stability, balance, special</p>	<p><b>Gross Motor</b></p> <p>Children will learn to move in a variety of ways including, walking, jumping, hopping, running, skipping negotiating space with others.</p> <p>Children will combine different movements.</p>	<p><b>Gross Motor</b></p> <p>Children will progress towards a more fluent style of moving with developing control.</p> <p>Children will combine different movements.</p>	<p><b>Gross Motor</b></p> <p>Children will move safely in a variety of ways including, walking, jumping, hopping, running, skipping negotiating space with others and equipment.</p>	<p><b>Gross Motor</b></p> <p>Children will develop a range of ball skills including throwing, catching and kicking.</p> <p>Children will use their core muscle strength to achieve a good posture when sitting.</p>	<p><b>Gross Motor</b></p> <p>Children will confidently and safely use a range of large and small apparatus.</p> <p>Children will develop overall body strength, balance co-ordination and agility.</p>	<p><b>Gross Motor</b></p> <p>Children will demonstrate co-ordination and agility.</p>

awareness, co-ordination and agility. Children are also provided with the opportunity to develop their fine motor control through varied opportunities including daily 'Funky Fingers' activities, small world, puzzles, using small tools, transient art, mark making, drawing and writing.	<b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.	<b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.	<b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.	<b>Fine Motor</b> Children will use cutlery appropriately.	<b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.	<b>Fine Motor</b> Children will form letters correctly using a tripod grip.
	<b><u>Gross Motor:</u></b> 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.  <b><u>Fine Motor:</u></b> 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, paint brushes and cutlery.  Begin to show accuracy and care when drawing.					
<b>Literacy</b> Children participate in daily RWI phonics lessons to develop their sound knowledge, ability to blend sounds together to read words and ability to segment words for spelling. As part of our daily phonics lessons children will also practise letter formation before writing words linked to the sounds we are learning. Children will be given a reading book to take home that is matched to their phonics ability as well as having the option to choose a 'reading for pleasure' book to enjoy with their grown-ups.	<b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.	<b>Comprehension</b> Children will engage and enjoy an increasing range of books.	<b>Comprehension</b> Children will act out stories using recently introduced vocabulary.	<b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.	<b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.	<b>Comprehension</b> Children will be able to answer questions about what they have read.
	<b>Word Reading</b> Read 16 single letter set 1 sounds.	<b>Word Reading</b> Read all set 1 single letter sounds. Blend sounds into words orally.	<b>Word Reading</b> Blend sounds to read words. Read short dirty stories.	<b>Word Reading</b> Read set 1 special friends. Read Red story books.	<b>Word Reading</b> Read 4 double consonants. Read Green story books.	<b>Word Reading</b> Read first 6 of the set 2 sounds. Read Green story books.
	<b>Writing</b> Children will give meanings to the marks they make.	<b>Writing</b> Children will begin to form lower case letters correctly.	<b>Writing</b> Children will recognise taught digraphs in words and blend the sounds together.  <b>Writing</b> Children will write lower case letters correctly. Children will write words representing the sounds with a letter/letters.	<b>Writing</b> Children will begin to form capital letters correctly. Children will write labels/phrases representing the sounds with a letter/letters.	<b>Writing</b> Children will form capital letters correctly. Children will write words which are spelt phonetically. Children will re-read what they have written to check it makes sense.	<b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds. Children will use a capital letter and full stop to punctuate their sentences.
	<b><u>Comprehension:</u></b> 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.  <b><u>Word Reading:</u></b> 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.  <b><u>Writing:</u></b> 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.					

<p><b>Mathematic</b></p> <p>Early mathematical knowledge is an essential foundation stone of every child’s educational journey. Children have access to a broad range of physical and pictorial resources to help them develop their understanding of the core mathematical concepts.</p> <p>Children participate in daily maths lessons where they are encouraged to explore through play as well as having the opportunity to access adult led activities. Core mathematical concepts are woven throughout the day by use of calendars, timetables and songs.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of 1-3, including, subitising and linking the numeral with its cardinal value.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of numbers 1-5, including subitising and linking the numeral with its cardinal value.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of numbers 1-8, including subitising and linking the numeral with its cardinal value.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of numbers 1-10, including subitising and linking the numeral with its cardinal value.</p>	<p><b>Number</b></p> <p>Children will revise number bonds to 5.</p>	<p><b>Number</b></p> <p>Children will know some number bonds to 10, including doubling facts.</p>
	<p><b>Numerical Patterns</b></p> <p>Children will verbally say which group has more or less.</p>	<p><b>Numerical Patterns</b></p> <p>Children will compare equal and unequal groups.</p>	<p><b>Numerical Patterns</b></p> <p>Children will understand and explore the difference between odd and even numbers.</p>	<p><b>Numerical Patterns</b></p> <p>Children will add and subtract using number sentences.</p> <p>Children will be able to compare numbers to 10 using the vocabulary of more than and less than.</p>	<p><b>Numerical Patterns</b></p> <p>Children will share quantities equally.</p>	<p><b>Numerical Patterns</b></p> <p>Children will be able to count beyond 20 and higher.</p>
	<p><b><u>Number:</u> Have a deep understanding of number to 10, including the composition of each number.</b></p>					
	<p><b>Subitise (recognise quantities without counting) up to 5.</b></p>					
	<p><b>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.</b></p>					
	<p><b><u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system.</b></p>					
	<p><b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b></p>					
	<p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p>					
<p><b>Understanding the World</b></p> <p>Understanding the World involves guiding children to make sense of their physical world and their community. Children are given the opportunity to listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p><b>Past and Present</b></p> <p>Children will know about their own life story and how they have changed.</p>	<p><b>Past and Present</b></p> <p>Children will know about the past through settings, characters and events.</p>	<p><b>Past and Present</b></p> <p>Children will compare and contrast characters from stories.</p>	<p><b>Past and Present</b></p> <p>Children will know some similarities and differences between things in the past and now.</p>	<p><b>Past and Present</b></p> <p>Children will talk about the lives of people in their community and the important roles that they play.</p>	<p><b>Past and Present</b></p> <p>Children will talk about past and present events in their own lives and what has been read to them.</p>
	<p>Children will talk about members of their immediate family.</p>	<p>Children will comment on images of familiar situations and events in the past.</p>				
	<p>Children will name and describe people who are familiar to them.</p>					
	<p><b>People, Culture and Communities</b></p> <p>Children will recognise that some places are special to members of their community.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will have a growing understanding of the wider world and draw comparisons between own local environment and other places.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will know that people around the world have different religions.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will know about people who help us.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will make comments about different places within stories and are beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>
	<p>Children know that Collective Worship is part of the life of the school community.</p>				<p>Children will know that people in other countries may speak different languages.</p>	
	<p><b>The Natural World</b></p> <p>Children will explore the natural world and talk about out the things that are noticed.</p>	<p><b>The Natural World</b></p> <p>Children will explore the natural world around them describing what they can see, hear and feel.</p>	<p><b>The Natural World</b></p> <p>Children will notice, observes and talk about seasonal changes.</p>	<p><b>The Natural World</b></p> <p>Children will make observations about plants and animals, discussing similarities and differences.</p>	<p><b>The Natural World</b></p> <p>Children will demonstrate a good general knowledge about living things and the natural world and can recall features of different plants and animals.</p>	<p><b>The Natural World</b></p> <p>Children will know some important processes and changes in the natural world, including the effects of changing seasons on the natural world around them.</p>
	<p><b><u>Past and Present:</u> Talk about the lives of the people around them and their roles in society.</b></p>					
	<p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p>					

<p><b>Expressive Arts and Design</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. Children are provided with regular opportunities to engage with a variety of open ended media and materials to explore their own imagination and creativity. Children use loose parts to create their own transient art. Children are encouraged to create their own props to support their role play. Children engage in weekly music sessions where they are given the opportunity to explore a range of musical instruments and the sounds they make. Children are actively encouraged to sing nursery rhymes and songs as part of their daily routine. Children are given the opportunity to listen to music and respond to what they hear through movement and art.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
	<p><b>Being Imaginative</b></p> <p>Children will listen attentively and talk about music, expressing their feelings and responses.</p> <p>Children will experiment with a range of percussion instruments.</p> <p>Children will join in with singing in a familiar group.</p>	<p><b>Being Imaginative</b></p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children will talk about dance and performance art, expressing their own feelings and responses.</p> <p>Children will access role play and small world resources, sometimes playing with others to develop storylines.</p>	<p><b>Being Imaginative</b></p> <p>Children will create narratives based around stories.</p> <p>Children will move in time to the music.</p>	<p><b>Being Imaginative</b></p> <p>Children will play a range of percussion instruments following a simple beat.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p><b>Being Imaginative</b></p> <p>Children will use instruments to compose their own music patterns.</p>	<p><b>Being Imaginative</b></p> <p>Children will create their own narratives</p> <p>Children will engage in music making and dance, performing their piece solo or in groups.</p>
	<p><b>Creating with Materials</b></p> <p>Children will experiment mixing with colours.</p> <p>Uses a range of different techniques and variety of materials, e.g. paint, collage.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p>	<p><b>Creating with Materials</b></p> <p>Children will experiment with different textures.</p> <p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p>	<p><b>Creating with Materials</b></p> <p>Children will safely explore different techniques for joining materials.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings</p>	<p><b>Creating with Materials</b></p> <p>Children will make props and costumes for different role play scenarios.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p>	<p><b>Creating with Materials</b></p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p><b>Creating with Materials</b></p> <p>Children will share creations, talk about process and evaluate their work.</p>
	<p><u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>					
	<p>Share their creations, explaining the process they have used.</p>					
	<p>Make use of props and materials when role playing characters in narratives and stories.</p>					
	<p><u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					

