

Larchfield Primary and Nursery School EYFS Curriculum Overview



Autumn Term							
	PSED	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
Reception What a Wonderful World	<p>With support, select and use activities and resources. Show more confidence in new social situations. Seek help to find solutions to conflicts and rivalries. Self-regulation and how to communicate and cope with their feelings and emotions. Begin to manage their own needs. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad',</p>	<p>Throw a ball to a friend Use a pencil to write and sometimes forming letters accurately. Use scissors to make snips in paper. With support, use one-handed tools with increasing accuracy to paint and alter materials. Fundamental multi-skills (speed, agility, travel)</p>	<p>Engage in story times. Learn new vocabulary Join in with Nursery Rhymes, poems and songs. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.</p>	<p>ELS Phonics s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa,</p> <p>ELS Workbooks and ELS reading books</p> <p><u>Texts to support</u> <u>Termly theme:</u> Ruby's Worry by Tom Percival Preparing for and celebrating Diwali (Cbeebies on CBBC website) Billy's Bucket by Kes Gray You Can't Take an Elephant on a Bus</p>	<p>Focus on key times of the day, class routines, exploring Project, where do things belong? Positional language. Number – Match and sort, Compare amounts. Measures, Shape and Spatial Thinking – Compare size, mass and capacity. Exploring pattern. Number – Representing 1,2 & 3. Comparing 1,2 & 3. Composition of 1,2 & 3. Measures, Shape and Spatial Thinking – Circles and triangles. Numbers to 5 Shapes with 4 sides Positional language.</p>	<p><u>Geography/Science</u> Exploring new environments and school grounds; weather in Autumn; sources of light (man-made versus natural); Globe/map of Great Britain; migratory birds and animals</p> <p><u>History/RE</u> Families; birthdays; Diwali; Christmas; Remembrance Day; Bonfire Night (history); Cultural Liverpool; 'What makes us Special?' - (Who cares for Us? Why should we care for people and why</p>	<p>Exploring Sound; Music from different cultures</p> <p>Clay diva making; family portraits; mixing colours; Picasso's Blue Period; Kandinsky Art; Mondrian Art; Modelling using recyclable materials</p>

	<p>'angry' or 'worried' ('Red Dragon/ 'Green Dragon')</p> <p>Begin to understand how others might be feeling and their own needs.</p> <p>Building relationships</p> <p>Special Relationships</p> <p>Exploring why families and special people are valuable.</p>			by Patricia Cleveland-Peck		is Jesus special to some people?)	
<p>Nursery</p> <p>Marvellous Me</p>	<p>Talk about themselves – describe what they look like and things that make them special.</p> <p>How do we feel about being in a new place?</p> <p>How do we feel about our families?</p> <p>Why are families important?</p> <p>Build positive relationships with familiar adults and children.</p> <p>Become familiar with class rules and routines.</p>	<p>To move larger objects in construction areas with increasing control.</p> <p>To begin using pencils/writing tools to mark-make and control</p> <p>Using scissors/glue sticks and large chinks with greater control and ease. Threading equipment.</p> <p>Outdoor circuit on playground equipment.</p> <p>Climbing/balancing/stretching.</p>	<p>Listen with attention to story/ relate to own experience</p> <p>Respond to a story with imagination and enthusiasm. Talk about themselves</p> <p>Opportunities to talk about families. Compare the food they like/dislike.</p> <p>Talk with others about meaningful experiences. Talk about themselves – describe what they look like and things that make them special.</p>	<p>Phase 1 Phonics</p> <p>Listen with attention to stories and relate to own experience. Join in with a repeated refrain</p> <p>Begin to ascribe meanings to marks (made or seen).</p> <p>Listen to and use oral language to hear and join in with rhymes.</p>	<p>Reciting numbers to 10,</p> <p>Sorting into groups</p> <p>Composition of numbers to 5</p> <p>My day – routines</p>	<p>Where do we live? What is our house like? Our school. Our classroom and where things are.</p> <p>Making links – that there are all kinds of families. Talking about people who are important to me. Learning about different communities and cultures. Looking for signs of Autumn and Winter and other changes in their environment.</p> <p>Celebrations. Asking grandparents</p>	<p>Explore shape and colour by creating patterns. Make a class display about their families.</p> <p>Opportunities for: Junk modelling</p> <p>Painting Colouring</p> <p>Dancing Singing</p> <p>Making Music</p>

Spring Term							
	PSED	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
<p>Reception</p> <p>We've got the Whole World in our Hands</p>	<p>Begin to select and use activities and resources independently. Begin to identify and moderate their own feelings socially and emotionally. Increasingly, manage their own needs. Begin to show resilience and perseverance in the face of challenge. Being to see themselves as a valuable individual. Begin to build constructive and respectful relationships. Begin to express their feelings and consider the feelings of others. Begin to think about the perspectives of others.</p>	<p>Use a pencil to write, usually forming letters accurately. Use scissors to cut lines. Use one-handed tools with increasing accuracy to paint and alter materials. Ball skills and co-ordination Multi-skills and team games</p>	<p>Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail Select non-fiction texts to find out more Ask questions to find out more and to check and understand what has been said to them.</p>	<p>ELS Phonics oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow</p> <p>ELS Workbooks and ELS reading books</p> <p><u>Texts to support</u> <u>Termly theme:</u> Splash, Anna Hibiscus! The Chinese New Year by Joanna Troughton Surprising Sharks by Nicola Davies</p>	<p>Number - Introducing zero. Comparing numbers to 5. Composition of 4 & 5. Measures, Shape and Spatial Thinking – Compare mass (2) Compare Capacity (2) Number – 6,7 & 8. Making pairs. Combing 2 groups. Measures, Shape and Spatial Thinking – Length & Height. Time. Number – Representing 1,2 & 3. Comparing 1,2 & 3. Composition of 1,2 & 3. Number – 9 & 10. Comparing numbers to 10. Bonds to 10. Measures, Shape and Spatial Thinking – 3D-shape. Pattern (2)</p>	<p><u>Geography/Science</u> Floating and sinking; Where does our water come from?; Making a water filtration system; Facts about sharks; Products made from sharks; Seven Oceans; Changes and Lifecycles; Planting vegetables (what do they need to grow?)</p> <p><u>History/RE</u> The Story of The Chinese New Year (preparing for and how it is celebrated); Easter (Why and how do people celebrate Easter?); How is Spring celebrated across the world?; Vaisaki; Time to Celebrate (exploring different</p>	<p>Music and Movement; Musical stories</p> <p>Dancing dragons; Chinese drum making; Rosettes; Water colours to create seascapes; collage lifecycles</p>

	Managing self and taking on challenges Self-regulation, listening and following instructions					festivals, their customs and meanings behind them).	
Nursery People who help us	Who are 'People who help us?' Community – family/friends Staying safe Sharing experiences Car safety/strangers/green cross code Vehicles – police cars, fire engines, ambulance Team work/working together	Movements – work out circuits Fine motor skills Gross motor skills Balance Dress up/I can dress myself/role play Games	New words – ambulance, emergency services, fire, police, accident, injury, safety, caring. Calling 999 Safety, at home, school, roads, strangers, water Talking about different skills and tools Telling stories	Start of phase 2 Phonics – SATPIN Mark-making – using a variety of writing tools Rhymes, songs and poems Distinguishing between the marks they make Telling Stories Fact books/story books Letter formation	Reciting numbers 10-0 Number recognition Matching Size ordering Positional language Making patterns	Small world activities Role play/fire station/doctors/dentist/police station/home Looking scenarios How to call 999 Technology – research people in action	Role-play Songs, rhymes Music and action songs Building with a variety of tools and materials Drawing Painting/finger painting Drama/acting

Summer Term							
	PSED	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
<p>Reception</p> <p>Once Upon a Time</p>	<p>Select and use activities and resources independently. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Managing self and my wellbeing – looking after myself through exercise, meditation, balanced diet and</p>	<p>Use a pencil accurately to form letters. Use scissors accurately. Use one-handed tools accurately to paint and alter materials Fundamental multi-skills Athletics</p>	<p>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. Learn rhymes, poems and songs. Articulate my ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking using recently introduced vocabulary.</p>	<p>ELS Phonics - CVCC, CCVC, CCVCC, CCCVC, CCCVCC words. ELS Phonics ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c ELS Workbooks and ELS reading books <u>Texts to support</u> <u>Termly theme:</u> Do You Love Dinosaurs? By Matt Robertson Traditional 'Once Upon a Time' tales</p>	<p>To 20 and beyond How many now? Measures, Shape and Spatial Thinking – Spatial reasoning (1) Match, rotate, manipulate. Number – Adding more, Taking away. Measures, Shape and Spatial Thinking – Spatial reasoning (2), Compose and decompose. Number – Doubling, sharing and grouping. Even and odd. Measures, Shape and Spatial Thinking – Spatial reasoning (3) Visualise and build. Number – Deepening understanding. Patterns and relationships. Measures, Shape and Spatial</p>	<p><u>Geography/Science</u> Exploring bridges; Compare and contrast buildings; Dinosaurs (appearance and features; dinosaur bones); how dinosaurs became extinct; experiment (Volcano making); The Human Skeleton <u>History/RE</u> Why are some things and stories special? (discuss how objects can hold personal or communal significance and learn to respect and appreciate these differences); Why are some stories special? (listening to different stories, children will explore what they</p>	<p>Exploring transport and sound effects; Big Bands and Orchestras Dinosaur fossil making; dinosaur skeletons.</p>

	care for themselves.				Thinking – Spatial reasoning Make connections	can learn about people’s beliefs.	
Nursery The World Around Us	Cooperative play – seeking out others to share experiences. Expressing their own preferences and interests. Showing knowledge and understanding of what they know of the world around them.	Drawing simple shapes and circles Showing independence in activities and play with others Negotiating space and obstacles safely with consideration for themselves and others Moving energetically, such as dancing, hopping and skipping	Understanding simple concepts, e.g. Big/small, little/large. Understanding simple questions, e.g. who? What? Where? Talk about different countries and cities through pictures and videos Research information about places around the world and talk about how different they are to our local area	Songs and rhymes Listening to stories with increasing attention and recall. Pencil control – drawing lines and circles – older children writing their names Stories from around the world Phase 2 Phonics	Reciting numbers and number recognition Using the language of size – big/small Positional language – behind, in front, next to, (older children – left and right) Comparing quantities and exploring patterns	Showing concern for living things Small world activities Knowing some similarities and differences, different cultures and communities Make observations of animals and plants, understanding some processes in the natural world Weather in different parts of the world, e.g. North/South pole	Exploring a variety of materials, tools and techniques Experimenting with colour and design Performing songs and stories with others, trying to move in time with music