

Edward Feild Long-Term Curriculum Overview - EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Celebrations	Traditional Tales	People Who Help Us	Growing and Planting	Animals Of The World
Texts	We are going on a bear hunt Elmer The Human Body	Day Monkey Night Monkey Rama and Sita The Christmas Story	The Jolly Postman Goldilocks and the three bears The 3 little pigs	When you're fast asleep Somebody swallowed Stanley Farm to Fork	It starts with a seed Life Cycle of a Frog The very hungry caterpillar.	Tom and the Island of dinosaurs Desert animals Everything changes and that is ok
Reading and Writing	<p>Develop routines for phonics and reading sessions.</p> <p>Modelled blending sessions daily.</p> <p>Name reading in snack, creative, writing, voting and register times.</p> <p>Learn and signify small sections of text.</p> <p>Making predictions.</p> <p>Weekly library visits.</p> <p>Book Talk- Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc</p> <p><u>Writing</u> Dough Disco and strength activities for those that still need it.</p> <p>Daily name writing on registration.</p> <p>Modelled drawing with CVC labelling.</p> <p>Basic control and letter formation.</p> <p>Introduction to letter formation sessions.</p>	<p>Daily CVC in continuous provision for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs.</p> <p>3 x a week small group guided reading.</p> <p>Basic Who, what, where, when Qs for comprehension.</p> <p>Independent decodable books in the environment</p> <p>Learning and role-playing stories from other cultures. Comparing to stories we already know.</p> <p>Daily 1:1/ group Phonics interventions if needed.</p> <p><u>Writing</u> Focused strength activities for those that need it.</p> <p>Daily name writing.</p> <p>Correct formation focus.</p> <p>Weekly modelled drawing and writing sessions.</p> <p>Weekly letter formation session.</p> <p>1:1/ group writing sessions</p> <p><u>Specific teacher led activities.</u></p>	<p>Daily independent reading of basic sentences.</p> <p>More complex sentences daily supported reading.</p> <p><u>Writing</u> Daily CVC tasks involving new digraphs and revisits of old.</p> <p>Daily hand strength and home activities for those that need it.</p> <p>Weekly modelled writing. Model of finger spaces to separate words.</p> <p>Spelling of tricky words.</p> <p>Weekly modelled drawing and letter formation session. Including capital letters.</p> <p>Independent use of sound boards and vocabulary mats.</p> <p>1:1/group writing sessions</p> <p><u>Specific Teacher led activities</u> Writing based on book 'My presents'/ innovated story map</p>	<p>Signify whole class text and begin to make simple innovations of places and character.</p> <p><u>Writing</u> Daily word building task with frames and fans to support selecting correct sounds.</p> <p>Independent use of sound boards and vocabulary mats.</p> <p>Recording equipment for independent sentence building.</p> <p>Weekly modelled writing. Model of finger spaces to separate words.</p> <p>Spelling of tricky words.</p> <p>Weekly modelled drawing and letter formation session.</p> <p>1:1/ group writing task weekly</p> <p><u>Specific teacher led activities</u> People who help us/ walk around Kidlington</p>	<p>Independent reading of books with multiple sentences.</p> <p><u>Writing</u> Upper case letters used to start a sentence.</p> <p>Sentence level tasks including longer words, suffixes and compound words.</p> <p>Feedback on independent sentences and independent corrections.</p> <p>Weekly modelled writing. Sentence level. Model of finger spaces and capital letters.</p> <p>Weekly letter formation session.</p> <p>Spelling of Tricky words.</p> <p>1:1/ group writing sessions.</p> <p><u>Specific teacher led activities</u> Bean diary, When I was a baby, What insect am I?</p>	<p>Signifying/story maps/innovate small sections. W,W,W,W,W questions.</p> <p><u>Writing</u> Secure spelling of tricky words</p> <p>Secure phase 2-4 phonemes</p> <p>Sentence level tasks including longer words, suffixes and compound words.</p> <p>Feedback on independent sentences and independent corrections.</p> <p>Weekly modelled writing.</p> <p>Sentence level. Model of finger spaces, capital letters and full stops. Pupil guided spelling</p> <p><u>Specific Teacher Led</u> Dinosaur Facts, Describing a habitat, Recount of farm visit.</p>

	<p>Labelling all artwork with name.</p> <p><u>Specific teacher led activities</u> Labelling/name writing/who is in my family/favourite food</p>	<p>Half term holiday writing using sentence stems/fire work pictures/Christmas lists/Christmas cards.</p>				
Maths	<p>Getting to know you Match and sort Compare amounts Compare size, mass and capacity. Exploring pattern</p>	<p>Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and triangles Representing numbers to 5 One more and one less Shapes with 4 sides Positional language Time – Night and day</p>	<p>Introducing zero Representing, comparing, composition 4&5 6,7,8 Comparing mass and capacity Making pairs Doubles Odd and even numbers</p>	<p>Length and height Combing two groups. Time. 9&10 and Comparing numbers to 10. Number bonds to 10. 3D shape. Pattern.</p>	<p>Counting beyond 10 / Counting patterns beyond 10. Spatial reasoning, match, rotate, manipulate & compose and decompose. Adding more / number stories. Taking away.</p>	<p>Doubling. Sharing & Grouping. Even and Odd. Deepening Understanding & Patterns and Relationships. Spatial Reasoning Visualise. and Build & Mapping. Consolidation.</p>
CL	<p>Able to sit in small groups for short periods and wait their turn to speak.</p> <p>Repeats modelled sentences.</p> <p>Begins to direct their speech at an adult.</p> <p>Interacts with peers during play responding to direct questions and play activities.</p> <p>Listen and copy with support Nursery Rhyme of the week.</p> <p>Makaton sign of the week.</p>	<p>Able to sit in whole class for short periods and wait their turn to speak.</p> <p>Voice is audible in a group and a basic sentence is used.</p> <p>Interaction with peers is expressive and shows their needs and wishes.</p> <p>Answers direct questions from adults and approaches them with worries or needs.</p>	<p>Facing the person, they are talking to, and voice is directed at listeners.</p> <p>Sentence is used, only sometimes needing a model or stem.</p> <p>Peer interaction is back and forth, with pauses and responses from each.</p> <p>Adults are engaged in conversation when playing alongside.</p> <p>Questions are answered with basic responses.</p>	<p>Topics of interest result in extended conversations where conjunctions are used.</p> <p>Questions are responded to and basic questions are asked.</p> <p>Peer interaction is sustained, and questions are asked and answered during the interaction.</p> <p>There are clear pauses to show listening. Answers show awareness that they have listened.</p>	<p>Pupils are given opportunities to explain by using why and how questions.</p> <p>More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way</p> <p>Participate in small groups class and 1:1 discussion, offering their own ideas and using recently introduced vocabulary.</p>	<p>Express their ideas and feelings about their experiences using past, present and future tenses.</p> <p>Offer explanations of why things might happen, making use of recently used vocabulary from rhymes, poems and stories.</p>
PD	<p>Confidently use small and large apparatus</p> <p>Develop small motor skills to use tools independently and safely including using a knife and fork.</p> <p>Attempt to manage own hygiene and manage the school day successfully.</p> <p>Build up core strength- cosmic yoga/ kinetic exercises</p>	<p>Moving the apparatus in different ways.</p> <p>Establish the correct pencil grip and posture for writing</p> <p>Develop the skills to manage the school day- dressing and undressing, putting own shoes on with support.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style.</p> <p>Talk about being a safe pedestrian.</p> <p>Develop and define a range of ball skills.</p>	<p>Develop body strength.</p> <p>Develop an efficient handwriting style.</p> <p>Explore ways of keeping healthy including oral health.</p> <p>Discuss sensible amounts of screen time.</p>	<p>Develop overall body strength balance when using large equipment</p> <p>Develop confidence and accuracy when using a ball</p> <p>To be able to fasten own coat- zip and buttons.</p> <p>Develop coordination. Independently get changed for P.E/ Forest school.</p>	<p>Refine different ways of moving hopping, skipping etc.</p> <p>Demonstrates overall body strength, balance, co-ordination and agility.</p> <p>Negotiates space and obstacles safely, considering themselves and others. Hold a pencil effectively, using tripod grip.</p> <p>Use a range of small tools.</p> <p>Talk about different ways I can be healthy and keep active</p>

PSED	<p>Introduce Zones of Regulation</p> <p>Selecting & using resources in their new classroom setting.</p> <p>Getting used to new routines & rules.</p> <p>Building relationships with adults & peers in the setting.</p>	<p>Continuing to develop friendships & relationships</p> <p>Exploring feelings</p> <p>Increasingly following rules and boundaries</p>	<p>Showing independence in selecting & using resources.</p> <p>Identify the range of feelings and how others may feel.</p> <p>Begin to take on challenges and show perseverance.</p>	<p>Begin to regulate their behaviour.</p> <p>Show independence in managing their needs.</p> <p>Begin to show resilience in the face of challenge</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>Explain the reason for rules, know right from wrong and try and behave accordingly.</p>	<p>Formed positive attachments to adults and friendships with peers.</p> <p>Work and play cooperatively and begin to resolve issues independently.</p>
EAD	<p><u>Music</u> <u>Music Express</u>- Duration- Making long and short sounds with our voices, bodies and musical instruments.</p> <p><u>Art</u> Self portraits- representing a face and drawing a circle and including details.</p> <p><u>Performance</u>- Poetry basket and helicopter stories.</p>	<p><u>Music</u> <u>Dynamics</u>- Learning to use their voices in different volumes and using musical instruments</p> <p><u>Art</u> Diva lamps Use a variety of tools to sculpt a lamp and carve patterns. Mix paint with glue to make a glaze.</p> <p><u>Performance</u> Christmas Nativity</p>	<p><u>Music</u> <u>Tempo</u>- singing and listening to a range of songs in different speeds.</p> <p><u>Art</u> Create a bike, similar to the the jolly postman. Looking at the resources we could use for the different parts of the bike and how we can connect them.</p> <p><u>Performance</u>- Retelling and acting out the story of a traditional tales.</p>	<p><u>Music</u> <u>Timbre</u>-Learning every sound has its own unique quality. Exploring different sounds and noticing the difference.</p> <p><u>Art</u> Plan, design and create emergency vehicle in groups on a large scale.</p> <p><u>Performance</u> Create poems in poetry week and perform them to KS1.</p>	<p><u>Music</u> <u>Texture</u>- Learning sounds can be used singularly or any variety of different combinations.</p> <p><u>Art</u> Printing flowers with different handheld tools. Creating spring trees with blossom using a variety of materials.</p> <p><u>Performance</u>- Signify key facts about minibests to their peers.</p>	<p><u>Music</u> <u>Pitch</u>- Learning sounds can be very high or low.</p> <p><u>Structure</u>- Learning that you can use a variety of structures to organise music</p> <p><u>Art</u> Making binoculars to use in our role play area.</p> <p><u>Performance</u> Sports days</p>
UTW	<p>Geography – Talking about countries that are important to us and comparing them to life in others.</p> <p>History- celebrate differences in our family history.</p> <p>Science-talking about the natural world in the Season of Autumn.</p>	<p>R.E- Looking at how we celebrate Christmas and how it is different from others with a positive attitude.</p> <p>Diwali- Retell a story from the past. Look at how we celebrate Diwali.</p> <p>History- Looking at how people in History made a difference in the world for Remembrance day.</p>	<p>History- traditional tales/ The history of a bike in the past and present. Retell a story from the past and compare and contrast characters from traditional stories.</p> <p>Geography- Making maps for Goldilocks.</p> <p>Science- Looking at the best materials to build a house for the 3 pigs.</p>	<p>R.E- look at how people celebrate Eid and Easter.</p> <p>Science- science experiment- what happens to food over time?</p> <p>Geography- walk around Kidlington using a map and finding what amenities are in our community. Discussing what jobs people do in the community and why. Farm to Fork</p>	<p>Science- Making observational drawings of plants and flowers. Living and non-living.</p> <p>History- The life cycle of a human and how we have changed from a baby.</p>	<p>History- Talking about dinosaurs and animals that exist now in our present time.</p> <p>Science- Melting ice</p> <p>Geography- Looking at hot and cold countries and discussing the animals' habitats.</p>
Trips, Visits and Experiences	Autumn walk	Visit to the Church- Christmas tree decoration. Christmas Nativity Pantomime	Drama4all workshop Kidlington Library Visit	Kidlington walk Whacky wheels Fire/police/NHS visit. Science week Poet for poetry week	Pond Visit Watching the life cycle of a Butterfly and frog in the classroom. Zoo Lab	School trip the farm.