

EYFS CURRICULUM

COMMUNICATION AND LANGUAGE						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Skills and knowledge	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 sentences 4-6 words. Use talk to organise play	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	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. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	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. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
Ongoing	Learn new vocabulary	Listen carefully to rhymes and songs, PECS, Makaton signing	paying attention to how they sound	Encourage to use new vocabulary in different contexts		Now and next boards,
How you can help your child at home	Sing, talk and share books daily	model language, give eye contact, ask who what why"		questions. BBC Bitesize	Follow advice from Speech and Language therapist. Mr Tumble,	

PERSONAL SOCIAL EMOTIONAL DEVELOPMENT							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Can 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.	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.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities. Show resilience and perseverance.		Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
Key Assessments	Practical based assessment. Summative and formative assessment						
How you can help your child at home	Encourage to be independent in all self care., Encourage and support to manage their emotions. Reinforce manners and smiling! BBC Bitesize						

PHYSICAL DEVELOPMENT							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene following instructions, practise safely, independent work	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, taking turns and sharing.	Further 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. Exploring and describing different movements	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. understand and follow simple rules, name some things I am good at.	Combine different movements with ease and fluency. 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.
Swimming	Weekly swimming session. Duckling awards 1, 2, 3						
Key Assessments	Can use cutlery. can throw and catch a ball . Practical based assessment . Summative and formative assessment						
How you can help your child at home	Practice gross motor skills, e.g. riding bikes, climbing frames, throwing and catching balls. Practice fine motor skills, to strengthen fingers playing with Lego, playdough Practice dressing and undressing/personal hygiene. Encourage outdoor play, limit screen time. BBC Bitesize						

LITERACY READING							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems.	Comprehension: 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. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: 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).	Comprehension: 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	Comprehension: 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.		Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. 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.
Key Assessments	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. Recognise some familiar words in print, e.g., own name or advertising logos. Explain in simple terms what is happening in a picture in a familiar story. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations						
How you can help your child at home	Encourage role play, reading sharing books , sing songs. BBC Bite size . Library visits						

LITERACY PHONICS							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings -ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme-phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.		Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Key Assessments	Identify which phonic sounds /words they know						
How you can help your child at home	Practice sounds, learn words. Watch alphablocks, on cbeebies bbcbitesize, play games such as ispy,						

LITERACY WRITING							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Emergent writing: 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. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	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. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	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. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: 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. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: 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.		Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using 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. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Key Assessments	Can use cutlery. can throw and catch a ball . Practical based assessment . Summative and formative assessment						
How you can help your child at home	Practice gross motor skills, e.g. riding bikes, climbing frames, throwing and catching balls. Practice fine motor skills, to strengthen fingers playing with Lego, playdough Practice dressing and undressing/personal hygiene. Encourage outdoor play, limit screen time. BBC Bitesize						

MATHEMATICS							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Explore the composition of numbers to 10 Subitise Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height.	Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes	Number 10 and beyond- subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA		Adding more Taking away Number bonds Doubling Sharing and grouping Even and odd
Ongoing throughout the year	Link the number symbol with its cardinal number value, select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns. Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10						
Key Assessments	Practical based assessment. Summative and formative assessment.						
How you can help your child at home	Watch number blocks cbeebies, BBC Bitesize , general counting,/number recognition looking at numbers in the environment eg house numbers, clocks, ,money, counting stairs.						

UNDERSTANDING THE WORLD							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
History Skills and knowledge	Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes' stories.	Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.		Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
Geography Skills and knowledge	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.	Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Mapping: 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 - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use, Antartica and IT equipment to make observations or find information about different locations and places. Recognise features of different places. Look closely at similarities and differences.	Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	Mapping: Draw information from a simple map and our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.		Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
Science Skills and knowledge	Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things						
How you can help your child at home	www.bbc.co.uk/bitesize/primary						

EXPRESSIVE ART AND DESIGN							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Skills and knowledge	Portrait skills – drawing themselves, observational work, papier mache Develop storylines in their pretend play	Artist Study – Yayoi Kusama, Piet Mondrian, Kandinsky Sing in a group or on their own, increasingly matching the pitch and following the melody	Artist Study – Yves Klein Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources, and skills.	Artist Study – Van Gogh Listen attentively, move to, and talk about music, expressing their feelings and responses		Watch and talk about dance and performance art, expressing their feelings and responses
Key Assessments	Practical based assessment. Summative and formative assessment.						
How you can help your child at home	https://www.bbc.co.uk/bitesize/primary encourage "big painting" on the floor, on easels on the garden fence. Visit a gallery, theatre. Listen to lots of music and encourage dancing!						