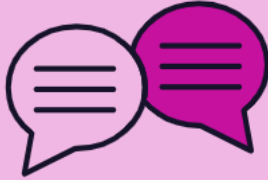


# OUR EYFS CURRICULUM GOALS



## COMMUNICATION AND LANGUAGE

- LISTEN to others in different situations
- USE new vocabulary to demonstrate my knowledge and learning
- CONVERSE with friends, family and teachers

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- MANAGE my emotions
- be MINDFUL of others and of my own needs
- be CONFIDENT to face challenges and new experiences
- LOOK AFTER myself through good hygiene

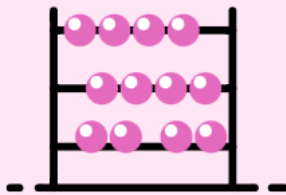


## PHYSICAL DEVELOPMENT

- HOLD a pencil effectively
- CO-ORDINATE my movements, both big and small
- USE tools with precision and care, especially scissors and cutlery

## LITERACY

- ENJOY engaging with books independently, with an adult and as a class
- APPLY my Phase 2 and Phase 3 phonic knowledge to reading sentences and books
- USE writing as a way of communicating my ideas and stories



## MATHEMATICS

- COUNT confidently to 20
- ENGAGE with mathematical problems within my play
- RECOGNISE numbers beyond 10
- IDENTIFY number bonds to 5 and 10

## UNDERSTANDING OF THE WORLD

- CONTRIBUTE to making our planet a better place
- SHOW an interest in maps
- TALK about people and places around the world in the past and present
- KNOW how to care for my family



## EXPRESSIVE ARTS AND DESIGN

- SHOW my preference for how I like to express my ideas
- SHARE my imaginative ideas in play
- PERFORM a song, story or piece of text to an audience

# STANWAY PRIMARY SCHOOL



## EYFS LONG-TERM OVERVIEW

| Curriculum Area   | Contexts for learning  |  |   |  |  |  |
|---|--|--|---|--|--|--|
|   | <u>Autumn term 1</u>   | <u>Autumn term 2</u>   | <u>Spring term 1</u>  | <u>Spring term 2</u>   | <u>Summer term 1</u>   | <u>Summer term 2</u>   |
|   | <b>Me and My World</b><br><br><i>Starting School, Ourselves, Transport and Autumn Time</i>   | <b>Out of this World</b><br><br><i>Dinosaurs, Space and Christmas</i>                  | <b>Around the World</b><br><br><i>New Year, Polar Regions, Asia, Africa and Winter Time</i> | <b>Far, Far Away</b><br><br><i>People Who Help Us<br/>Healthy Us<br/>Traditional Tales</i> | <b>The Great Outdoors</b><br><br><i>Habitats, Minibeasts, Spring Time</i>                                    | <b>Big Blue Planet</b><br><br><i>Looking after our planet<br/>Under the Sea<br/>Pirates and Maps<br/>Summer Time</i> |
| <b>Enrichment Activities</b>  | Local area walk - autumn   | Nativity performance   | Ice experiments<br>Lunar New Year parade  | World Book Day<br>Spring Walk  | Beth Chatto Gardens trip<br>Butterfly garden   | Farm visit   |
| <b>Communication and Language</b><br><small>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions<br/>Tapestry time, show and tell.</small> | Talking about feelings<br>Sharing and listening to stories<br>Retelling stories<br>Taking turns<br>Following simple instructions<br>Using new vocabulary | Following 2-part instructions<br>Who, where and when questions<br>Using new vocabulary | Respond in conversations<br>Ask for help<br>Use conjunctions in speech                      | Describe events in detail<br>What, why and how questions                                   | Listen attentively<br>Ask relevant questions<br>Clarify understanding<br>Offer explanations<br>Express ideas | Engage in two-way conversation<br>Participate in group discussions<br>Talk using the correct tense                   |
| <b>Personal, Social and Emotional Development</b><br><br><small>Children develop their personal, social and emotional skills</small>  | Organisation<br><br>Feelings   | Leadership<br><br>Similarities and differences   | Resilience  | Mind to be Kind<br><br>Being Healthy   | Communication<br><br>Friendships   | Initiative<br><br>Change   |

|   |  |  |  |   |  |  |
|---|--|--|--|---|--|--|
| throughout the year through, circle times, social stories, diversity stories, Tapestry time, show and tell and mindfulness. |  |  |  |   |  |  |
| <b>Physical development</b>   | Multi-skills   | Multi-skills<br>Dance  | Games  | Gymnastics  | Games<br>Dance   | Athletics  |
| <b>Literacy</b><br><br>Phonics<br>Drawing Club  | Phonics Phase 2<br><br><b>Possible Texts:</b><br>The Rainbow Fish<br>The Tiger Who Came to tea<br>Elmer<br>The Naughty Bus<br>The Little Red Hen | Phonics Phase 2<br><br><b>Possible Texts:</b><br>Room on the Broom<br>How to Look After Your Dinosaur<br>The Dinosaur that Pooped a Planet<br>How to Catch a Star<br>The Darkest Dark<br>The Jolly Christmas Postman/Stickman<br>The Christmas Story | Phonics Phase 3<br><br><b>Possible Texts:</b><br>One Snowy Night<br>We're Going on a Lion Hunt<br>Handa's Surprise<br>Lost and Found<br>Ruby's Chinese New Year/The Great Race | Phonics Phase 3<br><br><b>Possible Texts</b><br>The Three Little Pigs<br>Jack and the Beanstalk<br>Goldilocks and the Three Bears<br>The Gingerbread Man<br>People Who Help Us<br>Knights and Dragons | Phonics Phase 4<br><br><b>Possible Texts</b><br>Superworm<br>What the Ladybird Heard<br>The King's Hats<br>The Very Hungry caterpillar<br>Oliver's Fruit Salad | Phonics Phase 4<br><br><b>Possible Texts:</b><br>Whole school book<br>Someone Swallowed Stanley<br>Wacky Races<br>The Snail and the Whale<br>Pirate Pete<br>Popeye |
| <b>Maths</b><br><br>White Rose<br>Maths   | Match, sort and compare<br>Talk about measure and patterns   | It's me, 123<br>Circles and triangles<br>1, 2, 3, 4, 5<br>Shapes with 4 sides  | Alive in 5<br>Mass and capacity<br>Growing 6, 7, 8   | Length, height and time<br>Building 9 and 10<br>Explore 3D shapes   | To 20 and beyond<br>How many now?<br>Manipulate, compose and decompose   | Sharing and grouping<br>Visualise, build and map<br>Making connections   |
| <b>Understanding the World</b><br><br>RE: Saffron Academy Trust scheme  | Family<br>Transport<br>People who help us  | Dinosaurs  |  | People who help us<br>Castles and knights<br>Old and new  |  | Looking back at the year, what they have learnt and how they have changed.   |
|   | Christianity – Why is the word God so important to Christians?   | Hinduism, Jainism, Sikhism – Diwali<br><br>Christianity – Why do Christians perform nativity plays at Christmas?   |  | Christianity – Why do Christians put a cross in an Easter garden?   |  |  |

|                                       |  |   |   |  |   |   |
|---------------------------------------|--|---|---|--|---|---|
|                                       | Where we live<br>Harvest   | Diwali  | Hibernation<br>Contrasting<br>environments  |  |   | Recycling                                       |
|                                       | Autumn<br>Forest Friday  | Space<br>Forest Friday                                      | Winter<br>States of matter<br>Forest Friday   | Forest Friday  | Lifecycle of a butterfly<br>Planting<br>Spring<br>Forest Friday | Summer<br>Floating and sinking<br>Forest Friday |
| <b>Expressive Arts<br/>and Design</b> | Self Portraits<br>Telling stories<br><br>Harvest songs/poems<br>Nursery rhymes | Diwali clay pots<br>Colour mixing<br><br>Christmas nativity | Silhouettes<br>Colour mixing<br><br>Songs/rhymes from<br>around the world<br>Nursery rhymes | Castle building<br><br>Pigs homes (The Three<br>Little Pigs)<br><br>Nursery rhymes/songs | Animal creations and<br>habitats<br><br>Plant dance             | Making boats<br><br>Own stories                 |