

Conifers Primary School EYFS Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<p>Super Me! W1 - Me and my pets. My family and my house My growing body Being healthy - doctors, opticians and dentists. People who help us - police and fire service.</p> <p>Book ideas: The Three Little Pigs The Hospital Dog. People who help us around the world. Charlie the firefighter (Twinkl) Don't Hog the Hedge (Twinkl) What the ladybird heard.</p>	<p>Celebration Time! Bonfire night. Diwali (24.10.22) Remembrance Day Winter Christmas and Christmas around the world</p> <p>Book ideas: Stick Man Rama and Sita, the story of Diwali The Nativity Story</p>	<p>Read me a story please! Traditional tales, The gingerbread man, Goldilocks and the three bears. Chinese New Year (22.1.23) Famous Authors - Julia Donaldson - Quentin Blake -</p> <p>Book ideas: The Great Race (Chinese New Year) As above</p>	<p>Down in the garden Growing plants - Jack and the beanstalk, what do plants need to grow? Minibeasts Lifecycle of a frog Life cycle of a butterfly. Easter (9/4/23) Eid (21/4/23)</p> <p>Book ideas: The Teeny Tiny Tadpole. The Very Hungry Caterpillar The Tiny Seed Jack & the Beanstalk</p>	<p>Global Adventures The Jungle - Carnival of the Animals The Polar Regions The African plains The Coral Reef/Under the sea England and King Charles III</p> <p>Books ideas: Handa's Surprise Walking through the Jungle</p>	<p>Roar Me Hearties! Dinosaurs Seasides in the past</p> <p>Mermaids/Pirates</p> <p>Book ideas Lucy and Tom at the seaside Tyrannosaurus Drip Non fiction texts about dinosaurs.</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important. Engage in story times answering questions about the stories they have heard. Follow instructions based on our school routine. Wellcome Speech and Language assessments.</p> <p style="text-align: center;">Learn new vocabulary</p>		<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to familiar stories, talking about setting, beginning middle and end.Re-telling familiar stories.</p> <p style="text-align: center;">Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day</p>		<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p style="text-align: center;">Use new vocabulary in different contexts Learn rhymes, poems, and songs.</p>	
Personal, Social and Emotional Development	<p>Be happy and confident to come to school and separate from their carer. See themselves as a valuable individual. Build relationships with their peers and with familiar adults in school. Express their feelings and consider the feelings of others.</p> <p>Begin to learn about the characteristics of learning.</p> <p>Jigsaw Puzzle 1 - Being me in my world Jigsaw Puzzle 2 -Celebrating difference</p>		<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>Develop their characteristics of learning.</p> <p>Jigsaw Puzzle 3 - Dreams and goals Jigsaw Puzzle 4 - Healthy me</p>		<p>Think about the perspectives of others. Manage their own needs.</p> <p>Secure good characteristics of learning to ensure they are ready for Year 1.</p> <p>Jigsaw Puzzle 5 - Relationships Jigsaw Puzzle 6 - Changing me</p>	
<p><i>These skills will be taught throughout the Reception year but have been split to provide a specific focus on them within each term.</i></p>						
Physical Development	<p>To develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, dressing and undressing to go outside or for P.E Using one handed tools safely and correctly.</p>	<p>Develop their skills in rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop their balancing skills using a range of objects. Develop control of one handed tools.</p>	<p>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.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>						

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Develop overall body-strength, balance, coordination, and agility						
Literacy	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Form lower-case and capital letters correctly.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	<p>Ascribe meaning to their marks. Begin to write their name and letters that they have learnt during phonics. Begin to hear and write some initial sounds in words.</p> <p>Poetry Basket - learn, recite and perform (select poems to fit topic theme where possible)</p> <p>Drawing Club linked to topic where possible.</p>	<p>Write their name using recognisable letters with most of the letters formed correctly.</p> <p>Hear and write the initial sounds in words.</p> <p>Begin to stretch words to hear and write more sounds.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To write their name accurately.</p> <p>To hear and write dominant sounds in words.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To develop their writing skills to write labels, captions and sentences</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To develop their writing skills to write labels, captions and sentences.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>To develop their writing skills to write labels, captions and sentences.</p>
Phonics	<p>Little wandle Letters and sounds, Phase 2 s a t p i n m d g o c k c k e u r h b f l</p> <p>Securing the foundations of phonics through games.</p> <p>Blending and segmenting of words containing these sounds.</p>	<p>Little Wandle Letters and Sounds Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Words with 's' at the end.</p>	<p>Phase 3 ai ee igh oa oo oo ar or ur ow oi ear ear air er</p> <p>Words with double letters and longer words.</p>	<p>Revise phase 3.</p> <p>Words with two or more digraphs.</p> <p>Words ending with 'ing'.</p>	<p>Phase 4 CVCC, CCVC, CCVCC, CCCVC and CCCVCC short vowel words.</p> <p>Compound words.</p> <p>words ending in ing, ed, id,est.</p>	<p>Phase 4 CVCC, CCVC, CCVCC, CCCVC and CCCVCC long vowel words.</p>
Mathematics White Rose Maths	<p>Match and Sort</p> <p>Compare Amounts</p> <p>Compare size, mass & capacity</p> <p>Exploring Patterns</p>	<p>Representing 1,2 &3</p> <p>Comparing 1, 2 & 3</p> <p>Composition of 1, 2 & 3</p> <p>Representing Numbers to 5</p> <p>One more and less</p> <p>Circles and triangles, Shapes with 4 sides,</p> <p>Positional language</p>	<p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 & 5</p> <p>Compare mass</p> <p>Compare Capacity 6, 7 & 8</p> <p>Combining two amounts</p> <p>Making pairs</p>	<p>Length & height</p> <p>Time</p> <p>Counting to 9 & 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shapes</p> <p>Spatial awareness</p> <p>Patterns</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Match, rotate, manipulate</p> <p>Adding more</p> <p>Taking away</p> <p>Compose and decompose</p>	<p>Doubling</p> <p>Sharing & grouping</p> <p>Even & Odd</p> <p>Spatial reasoning</p> <p>Visualise and build</p> <p>Deepening understanding</p> <p>Patterns & relationships</p> <p>Mapping</p>
Understanding the World	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Look at different occupations. Look at where people live and different types of houses.</p> <p>Basic map work of their journey to school.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Investigate toys from the past.How things work.</p> <p>Changing materials - ice</p> <p>Investigate different apps using ipads.</p>	<p>Changing materials - cooking</p> <p>Investigate the cbeebies website using a laptop.</p>	<p>Understand that some places are special to members of their community.</p> <p>Life cycle of plants and animals.</p> <p>Seeds, plant growth and decay.</p>	<p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>African Art</p> <p>Learn how to log on to a computer in the ICT suite.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Forces - floating and sinking</p> <p>Materials and their properties.</p>
<p style="text-align: center;">Understand the effect of changing seasons on the natural world around them.</p> <p style="text-align: center;">Describe what they see, hear, and feel whilst outside and explore the world around them.</p> <p style="text-align: center;">Look at different religions, celebrations and places of importance throughout the year.</p>						
Expressive Arts and Design	<p>Develop storylines in their pretend play.</p>	<p>Nativity songs.</p> <p>Investigate Listening and singing games on Charanga.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Andy Goldsworthy</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>

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	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Wassily Kandinsky (colour mixing/ paints)	Introduce different percussion instruments and learn their names and how to play them. Introduce pitch and rhythm.	Van Gogh Georgia O'Keefe	Listen to music from around the world and investigate their instruments. Look at art from around the world.	
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>						