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| **Haydn Primary School Curriculum Overview – EYFS F2****2024-25** |
|  | **AUTUMN 1****2.9.24- 18.10.24****(7 WEEKS)** | **AUTUMN 2****4.11.24 – 20.12.24****(7 WEEKS)** | **SPRING 1****6.1.25 – 14.2.25****(6 WEEKS)** | **SPRING 2****24.2.25 – 4.4.25****(6 WEEKS)** | **SUMMER 1****22.4.25 – 23.5.25****(4 WEEKS 3 DAYS)** | **SUMMER 2****2.6.25 – 25.7.25****(8 WEEKS)** |
| MAIN THEMESPROJECT LAUNCH | Magical Me!  | Shining Bright!  | Hot or cold?  | Celebration time! | Once upon a time … | Out and about!  |
| COMMUNICATION & LANGUAGEEYFS – Communication and Language – Helmshore Primary School | Listen and talk about storiesParticipate in small group discussions Learn to listen carefully and understand why listening is important To follow instructions Talk to familiar adults Vocabulary – words of the week relating to core text  | Participate in whole class discussions, offering their own ideas To begin to understand why and how questions Respond to two-part instructions Use new vocabulary throughout the day  | Make comments about what they have heard and ask questions to clarify their understandingTo talk in sentences using conjunctions e.g. and, because Vocabulary – Philosophy for children question each week Engage in non-fiction books  | Retell a story Follow a story without pictures or props Showcase work to class – standing up in front of peers to discuss what they have done | Offer explanations for why things might happen, making use of recently introduced vocabulary from various genres Understand questions such as who, what, where, when, why and how Use talk to organise, sequence and clarify thinking, feelings and ideas Vocabulary – word of the day  | Talk in sentences using past, present and future tensesTalk to different adults in school  |
| PSHE (Personal, Social, Health and Economic education) and RSE  (Relationships and Sex Education) | Sharow Primary SchoolPSED | Being me in my world Develop class rules and understand why they have to be followed Seek support of adults when needed Gain confidence to speak to adults and peers  | Celebrating difference Have confidence to try new activities Develop friendships Work as part of a group  | Dreams and goals Begin to show resilience and perseverance in the face of a challenge Take turns when playing games  | Healthy meIdentify and name healthy foods Understand the importance of healthy food choices | Relationships Manage basic needs independently Listen to the ideas of others and agree on a solution and compromise  | Changing me Show resilience and perseverance in the face of a challengeShow a ‘can do’ attitude Have strong friendships  |
| PHYSICAL DEVELOPMENTDevelopment Milestones for Your 3-Year-Old Child | To put coat on independently Use one-handed tools and equipment more confidently Wash hands independently Use a dominant handHold scissors correctly and cut snips in paper Copy letters Paint shapes using thick brushes  | Develop tripod grip when using mark making tools Hold scissors correctly and cut along a straight and zig zagDraw lines, circles and shapes Write taught letters using correct formation Begin to retrace and vertical lines Hold a knife correctly and use to cut food  | Use tripod grip when using mark making tools Use a range of small tools, including scissors, paintbrushes and cutlery Practise doing up a zip on their coat/fastening buttons Hold scissors correctly and cut a curved line  | To use a range of tools competently, safely and confidentlyWrite letters using correct formation and control size of letters Use scissors to cut out large shapes  | Begin to show accuracy and care when drawing Use scissors to cut out small shapes Paint using thin brushes  | Create drawings with detail Write letters using correct formation and form them the correct size  |
| PE (F2)REAL PE Programme PE - Netherton Junior and Infant SchoolNetherton Junior and Infant School | Unit 2 – Play with others  | Unit 3 – Follow rules  | Unit 4 – Observe and copy | Unit 5 – Move in different ways  | Unit 6 – Exercise and good health | Recap previously taught skills |
| LITERACYLiteracy in Nursery | BlackHeath Primary School | Oral composition assessment Name writing Write initial sounds Write a CVC words using taught sounds Begin to write captions Story mapping Read a phase 2 book Recognise name Use pictures to tell a story Hold a book correctly – find title, author and turn one page at a time Practise segmenting CVC words Copy writing name  | Write simple sentences(I can see)Learn to use a grapheme matWrite captions using taught sounds Read simple sentences Oral composition assessment Practise letter formationWrite a listRead a phase 2 book Begin to answer comprehension questions about a story Practise using prosody when reading Begin to use finger spaces  | Speech bubbles Complete a story gridLearn to use a word bank Write a simple sentence by composing a sentence orally before writing itRead a phase 3 bookPredict what might happen in a story Suggest how a story might end Explore non-fiction books Spell some tricky words correctly Understand sentences start with a capital letter and end with a full stop   | Write simple phrases Write beginning, middle and end of a story Read short captions from a familiar textRead a variety of tricky words matched to LW Read a phase 3 book Confidently retell a story Talk about the characters in stories Begin to write sentences with a capital letter, finger spaces and full stop  | Write a familiar story with recognisable letters, most of which are correctly formed (T4W) Begin to form lower case letters in the right directionRead a phase 4 book Answer comprehension questions confidently Begin to write longer words phonetically  | Read a complex sentence Write their own story To use the correct text type when writing for a purpose e.g. making a list for the shopReread writing to ensure it makes senseRead a phase 4 book Learn that information can be retrieved from books  |
| PHONICSLittle Wandle (Phonics) | Armfield Academy | Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l Tricky words is I the  | Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nkTricky words Put pull full as and has his her go no to into she push he of we me be  | Phase 3 graphemes ai ee igh oa oo **oo** ar or ur ow oi ear air er Tricky words was you they my by all are sure pure  | Phase 3 graphemes Review Tricky words Review  | Phase 4Shorter vowels with adjacent consonants Tricky words said so have like some come love do were here little says there when what one out today  | Phase 4 Phase 3 long vowel graphemes with adjacent consonants Tricky words Review  |
| MATHEMATICSOutdoor Maths Activities EYFS – Outdoor Maths Ideas – Play of the Wild | Match, sort and compare Talk about measure and patterns It’s me 1, 2, 3 | It’s me 1, 2, 3 Circles and triangles 1 ,2, 3, 4, 5Shapes with 4 sides  | Alive in 5 Mass and capacity  Length, height and time  | Building 9 and 10 Explore 3D shapes  | To 20 and beyondHow many now? Manipulate, compose and decompose  | Sharing and grouping Visualise, build and map Make connections  |
| UNDERSTANDING OF THE WORLDEYFS Focus: 9 Activities To Help Kids Understand The World | Seasonal changeNocturnal animals Maps  | Diwali Toys – past and present Christmas | Changing states on matter – ice Chinese New Year Similarities and differences – England and polar regions  | Ramadam and Eid Easter Gruffalo crumble  | Different occupations  | All about me – past and present Life cycles: caterpillars – butterflies Baby – adult  |
| EXPRESSIVE ARTS & DESIGNEYFS Expressive Arts And Design Activity - Early Years Careers | Food preparation – bear toast/making bread Making creations using junk boxes, construction (small and large), deconstructed role play – children to talk about what they made, why and how they could improve it | Transient art – fireworks Printing – seasonal vegetables (link to artist) Perform songs - Christmas performance Recount narratives – The Christmas Story  | Food preparation – hot chocolate Making bird feeders Lowry pictures  | Food preparation – cakes for café Make Gruffalo puppetsBuild houses for the Three Little Pigs Design an Easter egg  | Perform songs/poems – Father’s Day showCreate a new cloak for Little Red Riding Hood (link to artist)  | Arts week (link to artist) Invent/adapt stories using a repertoire of stories to inspire them  |
| CORE BOOKSBooks for Reception children aged 4-5 | School Reading List | We’re going on a bear huntThe Little Red Hen Leaf Man/Tree  | Owl Babies The Gingerbread Man The Christmas Story  | One Snowy Night Oliver Jeffers – Lost and Found How to catch a star Up and Down The Way Back Home  | The Gruffalo Julia Donaldson stories The Three Little PigsWe’re going on an Egg Hunt  | Little Red Riding Hood Goldilocks People who help us non-fiction books  | Oliver’s vegetable Handa’s Surprise Jack and the Beanstalk The Very Hungry Caterpillar  |
| Additional Enrichment Opportunities(Trips/Visitors/Celebrations) | Greens Windmill – making bread Woodthorpe Park  | Lakeside Arts – The Storm Whale Christmas Diwali  | Winter walk  | Mother’s Day – café St Ann’s Orchard Easter egg hunt Visit from the church World Book Day  | Father’s Day – special singing concert Fire engine | Brackenhurst Education Centre End of year celebration (picnic/graduation)  |