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| **Haydn Primary School Curriculum Overview – EYFS (F1)****2023-24** |
|  | **AUTUMN 1****5.9.23 - 20.10.23****(6 WEEKS, 3 DAYS)** | **AUTUMN 2****6.11.23 – 20.12.23****(6 WEEKS, 3 DAYS)** | **SPRING 1****4.1.24 – 9.2.24****(5 WEEKS, 2 DAYS)** | **SPRING 2****12.2.24 – 28.3.24****(6 WEEKS, 4 DAYS)** | **SUMMER 1****15.4.24 – 24.5.24****(6 WEEKS)** | **SUMMER 2****3.6.23 – 26.7.24****(8 WEEKS)** |
| MAIN THEMESPROJECT LAUNCH | **Me and My Nursery** | **Festival Fun!** | **Winter and Keeping Warm** | **Looking after ourselves** | **Traditional Tales** | **Change and Grow** |
| COMMUNICATION & LANGUAGEEYFS – Communication and Language – Helmshore Primary School | **Lovely Listening**Listen to and join in with stories, songs and songs. | **Terrific Turn-taking**Listen to and follow short instructionsParticipate in small group discussions about stories | **Negotiating with friends.**Take part in pretend play, communicating and negotiating with their friends.  | **Confident Communication**Expressing likes and dislikes.Talk in short sentences. | **Calm conversations.**Start a conversation with an adult or a friend.Participate in whole class discussions, offering their own ideas  | **Talk about the past.**Talk about familiar stories.Share past events.Link learning to experiences out of school. |
| PSEDPSHE (Personal, Social, Health and Economic education) and RSE  (Relationships and Sex Education) | Sharow Primary SchoolPSHE Jigsaw scheme | **Being in my world**Working togetherUnderstanding my feelingsSharing and kindness | **Celebrating difference**Being special and uniqueMaking friends | **Relationships**My family and friendsCalming strategies Working together | **Healthy me**Being active and healthyWashing handsSaying NO to strangers | **Dreams**Keep trying when things get trickyFeeling proudHelping others | **Changing me**Changing and growingMoving to big school |
| FINE MOTOR Development Milestones for Your 3-Year-Old Child | **Building and balancing.**Pencil control:- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control | **Cutting and sticking.**Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control | **Using tools for a purpose.**Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip | **Fix and fasten**.Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip | **Careful control.**Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes Shows a dominant hand and can use the basis of a 3 finger pencil grip | **Wonderful writing.**Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes. Shows a dominant hand and can use the basis of a 3 finger pencil grip |
| GROSS MOTORPE - Netherton Junior and Infant SchoolNetherton Junior and Infant School | Use large-muscle movements to draw lines and circles and make marksContinue to develop their movement, balancing, riding (scooters, trikes and bikes). | Skip, hop, stand on one leg and hold a pose for a game like musical statues. | Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. |
| LITERACYLiteracy in Nursery | BlackHeath Primary School | Joining in with familiar rhymes and stories.Writing:Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable | Joining in with familiar rhymes and stories.Sequencing story events.Recognise nameBegin to order letters in name.Writing:Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable | Joining in with familiar rhymes and stories.Sequencing story events.Identify characters.Recognise nameOrder letters in nameWriting: Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make | Joining in with familiar rhymes and stories.Sequencing story events.Identify characters.Recognise nameOrder letters in nameBegin to write nameWriting: Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make | Joining in with familiar rhymes and stories.Sequencing story events.Identify characters.Recognise nameOrder letters in nameWrite nameWriting: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | Joining in with familiar rhymes and stories.Sequencing story events.Identify characters.Recognise nameOrder letters in nameWrite nameWrite some soundsUses pens/ pencils/ paintbrushes form some letter shapes. Writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.) |
| Little Wandle (Phonics) | Armfield AcademyPHONICS | Listening and turn-taking games. | s a t p i n*Teach children to* ***hear*** *the same initial sound for words and names of objects*. | m d g o c k e*Teach children to* ***identify*** *initial sounds of words and names of objects. Teach children to* ***distinguish*** *different sounds* | u r h b f l j*Teach children to* ***identify*** *initial sounds of words and names of objects. Teach children to* ***articulate*** *sounds correctly – including playing with voice sounds.* | v w y z qu ch*Teach children to* ***identify*** *initial sounds of words and names of objects.* | ck x sh th ng nk*Teach children to* ***identify*** *initial sounds of words and names of objects.* |
| MATHEMATICS*See MTP for more detail.*Outdoor Maths Activities EYFS – Outdoor Maths Ideas – Play of the Wild | * Counting and number rhymes.Counting aloud to 5.‘Finger numbers’ to 3.See and say some numerals to 3 e.g. when coming across a number in the environment
* Compare 2 groups

 | * Counting and number rhymes.Join in with ‘one more’ and ‘one less’ Number songs e.g. 5 Little Speckle FrogsIdentify patterns in the environment, e.g. ‘pointy’, ‘spotty’, ‘blobs’
* Develop part-part whole knowledge
* Match 2 groups of the same quantity
 | Consistently recite numbers in order to 5Know that the last number reached when counting a small set tells you how many there are in total (consistently with numbers to 5)Say one number name for each item when counting sets of objects to 5sort a set of objects into 2 groups | Link numerals to amounts: e.g. showing the right number of objects to match the numeral (to 3)Begin to solve real world, practical mathematical problems with numbers up to 5 (one more than, one less than)Know the whole is bigger than the partsSubitise to 3 | Consistently recite numbers to 10Consistently showing ‘finger numbers’ to 5 and sometimes beyond.Counting a set of objects or pictures, accurately saying how many are in the set (consistently with numbers to 5 and then 10)Subitise to 4Part, part wholeContinue to explore 2D and 3D shapes; begin to select shapes appropriately  | Compare quantities using language ‘more than’ ‘fewer than’Identfy, continue and correct ABAB patternsConfidently use language to make comparisons between objects relating to size, weight, length and capacity Describe a sequence of events, using words such as ‘first’, ‘then’Count between 5-10 presented objects using 1:2:1 correspondence  |
| UNDERSTANDING OF THE WORLDEYFS Focus: 9 Activities To Help Kids Understand The World | Rosh HashanahSummer to Autumn seasonal changes.Different homes  | Festival of Light.Helping Wildlife hibernate to survive winter.Christmas. | Chinese New Year.Winter to Spring seasonal changes. | Mother’s Day Local community – Pudding Pantry | Spring to Summer seasonal changes.Eid and RamadanGrowing and changing | Seaside Getting ready for big school |
| EXPRESSIVE ARTS & DESIGNEYFS Expressive Arts And Design Activity - Early Years Careers | Recognising colour Exploring a range of toolsMusic: | Manipulate dough in different ways Music: Bells and shakers to support Christmas songs. | Drawing ourselves and our family Exploring colour mixingMusic: | Beginning to weavePrinting with sponges and foodMusic: | Developing our modelsMusic: | Arts Week!Music: |
| CORE BOOKSBooks for Reception children aged 4-5 | School Reading List | Going on a Bear HuntShark in the ParkThree Little PigsPumpkin Soup | Pumpkin SoupStory of DiwaliOwl BabiesPeace at LastOwl and the StarNativity Story | One snowy nightCuddly DuddlyNon-Fiction Polar AnimalsChinese Zodiac Story | Tiger Who Came to TeaHanda’s SurpriseGoldilocks and the three bearsDora’s EggsWe’re going on an egg hunt | Ramadan storiesGingerbread manPeople who help us – Dr Ranj Mrs Mopple’s Washing Line  | The Very Hungry Caterpillar Jack and BeanstalkSmartest Giant in TownSnail and Whale  |
| Additional Enrichment Opportunities(Trips/Visitors/Celebrations) | Barefoot sensory walkAutumn TrailAutumn crafts in wild garden | Christmas Song celebration with families – hot chocolate, biscuits and sing-along!Diwali songs and celebration. | Winter WalkIce experimentsVisit from percy the parkkeeper | Mother’s day afternoon teaRamadan party!Easter celebrations including egg hunt. | Father’s Day – special treat day (lawn games)Fire engine visitTeddy bear hospital – nursery ownTiny Town Adventures! | Trip to orchardEnd of year picnic with familiesPlant a pot!Sports day |
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