

EYFS Yearly Curriculum Overview

| | Topic | Prime Areas | | | Specific Areas | | | |
|----------|----------------------------------|--|---|--|---|--|--|--|
| | Cycle 1 | Communication and language | Personal, Emotional and Social Development | Physical development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| | Cycle 2 | | | | | | | |
| Autumn 1 | Vehicles and Transport Harvest | Listen attentively and respond with relevant questions | Show an understanding of their own feelings | Negotiate space and obstacles safely, with consideration for themselves and others. | Demonstrate understanding of what has been read to them by retelling stories and narratives | Have a deep understanding of numbers to 10 | Talk about the lives of the people around them | Safely use and explore a variety of materials, tools and techniques |
| | Autumn Space | Make comments about what they have heard and clarify understanding | Set and work towards simple goals | Demonstrate strength, balance and coordination when playing | Anticipate key events in stories | Subitise up to 5 | Know some similarities and differences between things in the past and now | experimenting with colour, design, texture, form and function |
| Autumn 2 | Houses and Homes Winter | Hold conversations when engaged in back-and-forth exchanges | Show an ability to follow instructions | Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | Use and understand recently introduced vocabulary | Automatically recall number bonds to 5 and some bonds to 10, including doubles facts | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Share their creations, explaining the process they have used |
| | All About Me | | Be confident to try new activities and show independence, resilience and perseverance | | Say a sound for each letter of the alphabet and at least 10 digraphs | Verbally count beyond 20 | | |
| Spring 1 | Superheroes | Participate in discussions, offering own ideas, using recently introduced vocabulary | Explain the reasons for rules, know right from wrong and try to behave accordingly | Hold a pencil effectively in preparation for writing – using the tripod grip in almost all cases | Read words consistent with their phonic knowledge | Compare quantities up to 10 in different contexts, recognising where one quantity is greater than, less than or equal to | Know some similarities and differences between different religious and cultural communities in this country | Make use of props and materials when role playing characters in narratives and stories |
| | Rainforests | | | | | | | |
| Spring 2 | All Around the World | Offer explanations for why things might happen | Work and play cooperatively and take turns with others | Use a range of small tools, including scissors, paintbrushes and cutlery | Write recognisable letters, most of which are correctly formed | Explain some similarities and differences between life in this country and life in other countries | Perform songs, rhymes and stories and (when appropriate) try to move in time with music | |
| | Spring Easter | | | | | | | Form positive attachments |
| Summer 1 | Farming Food | Express ideas and feelings about their experiences using full sentences | Show sensitivity to their own and others' needs | Begin to show accuracy and care when drawing | Write simple phrases that can be read by others | | | |
| | Plants and Growing | | | | | | | |
| Summer 2 | Seaside Summer | | | | | | | |
| | Light and Dark My Special People | | | | | | | |