EYFS Curriculum Overview - Newbrough CE Primary School 2022

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| EYFS - Computing/Technology | |
| Communication and Language and PSED underpins the EY curriculum and supports the foundations of all other subjects.  Introducing new vocabulary and providing opportunities to apply it is threaded through the entire curriculum and allows the children to build up the language needed to listen, understand and explain their ideas in all subject areas.   Personal, Social and Emotional Development supports the skills necessary to collaborate, negotiate and work effectively with others as well as develop their confidence to try out new activities and persevere with tasks.  The focus in our EY curriculum is to use technology to create rather than consume.  Skills which relate and lead to computational thinking are developed across our curriculum. | |
| Skills to develop computational thinking: | What this looks like in EY |
| Begin to develop **logical reasoning** skills through   * Opportunities for tinkering * Building up experiences of cause and effect * Sequencing - stories, events, putting on clothes * Sorting by size, colour, number, shape * Opportunities to explain thoughts and verbalise   Begin to develop understanding of **pattern** through   * Comparing what is the same and what is different * Spotting patterns in the environment, making our own patterns, repeating a pattern   Begin to develop **algorithmic thinking** skills through   * Sequencing - stories, events, putting on clothes * Opportunities to instruct others * Following recipes, writing recipes   Begin to develop **decomposition** skills through   * Reviewing tasks, working out what steps have been taken * Planning tasks, working out the steps required and order they need to done * Solving everyday problems   Begin to develop **abstraction** skills   * Selecting the appropriate resources for a task | Enabling environment   * Loose parts * Open ended resources * Problems to solve * Set up to allow independence   Skilled adults   * Quality interactions * Scaffolded problem solving * Skilled questioning * Value and encourage perseverance, resilience, collaboration and independent thinking   Specific use of technology/programmable toys   * Opportunities to incorporate digital technology within play eg using the ipad to take photos or videos * Using the internet as a resource to find out information * Opportunities to use programmable toys - beebot and spherobots   On-line safety  On-line safety   |  |  |  | | --- | --- | --- | | Term | Book | Objective | | Autumn 1 | Old Macdonald had a Phone | Balancing Screen Time  (self-image and identity) | | Autumn 2 | #Goldilocks | Asking permission before posting online (online reputation) | | Spring 1 | Chicken Clicking | Arranging to meet people on line (online relationships) | | Spring 2 | Troll Stinks | Cyberbullying (online bullying) | | Summer 1 | PenguinPig | Misinformation (Managing online information) | | Summer 2 | Tek the Modern Cave Boy | Balancing screen time  (health, wellbeing and lifestyle) | |

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|  | What we want children to be able to do | How/Provision | Related ELG |
| C&L | Build up a bank of good vocabulary and use it in context.  Understand how to listen attentively – respond with relevant questions and comments.  Hold conversation – back and forth exchanges.  Connect one idea to another using a range of connectives. Use full sentences, past, present and future tenses.  Engage in storytimes – listen and talk about stories building familiarity and understanding, including fiction and non-fiction.  Learn rhymes (see bank of poems and rhymes) and sing songs.  Be able to retell a simple story and use familiar story language when retelling their own stories.  Ask questions to find out more, check understanding  Articulate ideas and thoughts in well formed sentences.  Describe events with increasing detail.  Use talk to help work out problems and organise thinking.  Explain how things work and why they might happen.  Understand ‘wh’ questions | Skilled adults (modelling, extending, language, recasting, developing conversation, explaining, reading, making links)  Early identification of children with immature language skills in order to direct targeted support.  Group time – stories, songs, poems, taking turns, regular reading of high quality texts.  Time in CP to practise these skills with peers and adults.  Focus week talk - giving children the opportunity to talk to a larger group.  Helicopter stories - story scribing and acting. | **Listening Attention and Understanding**  - listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class or group discussions  -Make comments about what they have heard and ask questions to clarify understanding.  -Hold conversations when engaged in back and forth exchanges  **Speaking**  -Participate in small group, class adn 1:1 discussions, offering own ideas, using recently introduced vocab.  -Offer explanations for why things might happen  -Express ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions with modelling and support from teacher. |
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| PSED | Manageown personal hygiene.  Manage own coat, waterproofs, shoes.  Select resources required independently.  Respond to their name, know their own preferences, develop awareness of their unique abilities.  Be able to name and express feelings (note self aware feelings of pride and embarrassment)  Recognise that some actions can hurt or harm others and begin to stop themselves from doing something they should not do.  Be able to wait for what they want, manage feelings when wishes can not be met.  Develop strategies to manage/resolve conflict eg holding back, sharing, negotiation, compromise.  Develop awareness of the similarities and differences between themselves and others  Choose activities and how they want to go about it.  Understand that actions have consequences but not always those the child hopes for.  Show confidence in choosing resources and perseverance in carrying out chosen activities.  Develop confidence in new situations.  Develop positive relationships.  Develop a sense of responsibility and membership of a community.  Recognise that we need to look after our personal belongings, our shared belongings and the wider environment.  Develop increasing consideration of others’ needs and more impulse control eg giving up a toy.  Develop social skills.  Play collaboratively and cooperatively, including games with rules. | Skilled adults (co-regulation, modelling how to manage coats shoes etc, teaching classroom routines and rules to allow children to operate independently and safely, modelling conflict resolution, celebrating different achievements and valuing all effort, modelling perseverance,  Group time - Specific PSHE stories, opportunities for discussion  RE sessions  Time in CP with peers and adults to develop these skills. | **Self Regulation**  -how an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly.  -set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  -give focused attention to what the teacher says, responding appropriately even when engaged in activity and show and ability to follow instructions involving several ideas or actions  **Managing Self**  -be confident to try new activities and show independence, resilience and perseverance in the face of challenge  -explain the reasons for rules, know right from wrong and try to behave accordingly  -manage their own basic hygiene and personal needs, including cressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships**  -work and play cooperatively and take turns with others  -form positive attachments to adults and friendships with peers  -show sensitivity to their own and others’ needs. |
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| PD | Revise and refine the fundamental movement skills they have acquired; rolling, crawling, walking, jumping, running.  Hop, skip, jump (landing 2 feet together)  Develop strength, coordination and balance. Test out ideas and adapt movements to reduce risk.  Catch and throw a large ball. Kick a ball in a planned direction. Throw a bean bag towards a target.  Pour from a jug.  Skills required to manage school day – lining up, using a knife and fork, personal hygiene  Use scissors, peelers, hammers and other one handed tools and equipment.  Use a tripod grip when using pens and pencils with increasing control | Carefully planned environment and resources to develop gross and fine motor skills – large equipment outdoors, rope swings, climbing frame, large scale mark making, peelers, hammers, scissors, a variety of mark making equipment available in any area.  Skilled adults to introduce tools and how to use them safely, model and adjust grip where necessary.  Time in CP to access these activities  YR – letter formation within phonics and writing.  Support through lunch time to develop knife/fork skills. | **Fine Motor Skills**  -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in most cases  -Use a range of small tools, including scissors, paint brushes and cutlery  -being to show accuracy and care when drawing  **Gross Motor Skills**  -Negotiate space and obstacles safely, with considerations for themselves and others.  -Demonstrate strength, balance and coordination when playing  -Move energetically, such as running, jumping hopping, skipping and climbing. |
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| LIT | Listens and joins in with stories  Joins in with a steady beat  Notices print and understands it has meaning eg, name, logos,  Handles books carefully, correct way up and turning pages.  Phonological awareness - Able to identify rhyme and generate a rhyming string, hears/says initial sounds, recognizes rhythm in words/songs/rhymes  Uses story language and vocabulary influenced by their experience of reading and stories.  Recognise phase 2 and 3 sounds (including capital), Blend sounds into words to develop reading skills.  Read phase 2 and 3 tricky words.  Retell familiar stories  Form lower case letters mostly correctly and some capital letters  Segment words to write simple phrases/sentences that they can read back.  Use finger spaces  Read back their own work to check.  Use writing purposefully within their play – for labels, lists, letters signs etc. | Daily phonics sessions - Little Wandle  Core bank of high quality texts  Regular story times as a group and within CP  Core bank of poems and rhymes that are learned.  ‘Drawing Club’ - using texts to develop vocabulary, imagination, drawing and writing.  Helicopter stories - story scribing and acting.  Adults to model, extend and develop new language and vocabulary.  Mark making tools available in all areas.  Adults who join children in their play and model, identify and support purposeful writing opportunities.  Environment resourced with activities to develop the gross and fine motor skills required to write. See PD section for essential physical development required to hold pencils/control to form letters. | **Comprehension**  -demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab  -Anticipate key events in stories  - use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes and poems and during role-play.  **Reading**  -say a sound for each letter in the alphabet and at least 10 digraphs  -read words consistent with their phonic knowledge by sound-blending  -read simple sentences and books that are consistent with their phonic knowledge including some common exception words.  **Writing**  -write recognisable letters, most of which are correctly formed  -spell words by identifying sounds in them and representing the sounds with a letter or letters  -write simple phrases and sentences that can be read by others |
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| MATHS | Perceptual subitising of small quantities.  Conceptual subitising for 5+ linked to composition of numbers to 10.  Accurate 1:1 correspondence to count quantities  Compare quantities and say when they are the same, fewer, more.  Composition of numbers to 10  Concept of fives and ones  Recognise and order numbers to 20  Count backwards from 10/20  Count forwards beyond 20  Recall facts - bonds to 5 (inc subtraction), some double facts  Become familiar with numicon, ten frames and part whole models  Develop vocabulary to describe, explain and reason mathematical ideas  Use language for position and direction  Recognise and describe when things are the same and/or different  Solve everyday problems including how things can be shared equally.  Recognise and name common 2d and 3d shapes and use shapes in construction and puzzles, combining shapes to make new ones.  Spot patterns, make patterns, continue patterns  Sequence events eg throughout the day  Compare size, mass and capacity | Counting songs and games  Daily routines  Adults to support solving everyday mathematical problems in the environment.  Scoring games.  Resources - jigsaws, board games, construction, loose parts, playdough, baking, shapes, numicon, cuisinaire  Representations in everyday routines - ten frames, rekenreks, number line, PW model  Adult led maths sessions.  Numberblocks  Adults who take opportunities in CP to practise mathematical skills and make links with current learning. | **Number**  -have a deep understanding of number to 10 including composition of each number  -subitize up to 5  -Automatically recall (without reference to shumes, counting or other aids number bonds to 5 (including subtraction facts and some bonds to 10 including double facts  **Numerical Patterns**  -Verbally count beyond 20, recognising the pattern of the counting system  -compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| UTW | Talk about members of their family (know vocabulary to describe them)  Talk about the lives of people they know - jobs and what they do.  Explore the natural world - notice similarities and differences, use vocabulary to describe texture, smell, appearance etc.  Learn the names of common plants and animals.  Look after and care for their environment.  Learn the names of seasons and the changes that occur.  Key features of the life cycle of a plant/animal.  Grow plants from seed and learn what they need to grow and how to look after them.  Explore changing states - freezing and melting  Explore magnets and magnetism.  Recognise key parts of their local area.  Develop vocabulary to describe their local environment.  Develop an understanding of the fact that some people live in countries very different to our own.  Build up experiences of cause and effect  Begin to have an awareness of using technology safely  Use developing skills of sequencing and planning to program simple toys | Stories and texts - fiction and non-fiction.  Following children's interests in the world around them and their own and others’ families.  Emphasis on outdoor learning.  Environment with resources to promote curiosity and exploration related to Science, Geography, History- eg magnetism, sound, space, the natural world, sand and water, cooking etc  Timetabled RE session.  Planned experiences to use programmable toys - Beebot and Spherobots  Evolve resources to provide planned activities related to on-line safety.  Local walks eg to the Tyne, Crow Wood and the Church.  Meaningful opportunities involving families/friends and holidays to explore different places and locations.  Support opportunities in children’s own play for discussions including modelling subject specific vocabulary. | **Past and Present**  -Talk about the lives of people around them and their role in society  -Know some similarities and differences between now and then  -Understand the past through books- settings and characters  **The Natural World**  -Explore the natural world around then, making observations and drawing pictures of animals and plants  -Know some similarities and differences between the natural world around them and contrasting environments  -Understand some important processes and changes in the natural world around them  -Understand some important processes and changes in the natural world around them. Changing states  **People, Culture and Communities**  -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  **-Explain some similarities and differences between life in this country and the life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate - maps** |
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| EAD | Develop storylines into their own play.  Build and incorporate props and materials when role playing.  Explore and engage in music making and dance.  Learn and sing/perform a variety of songs and poems.  Build models using construction kits, blocks, junk, clay.  Develop an organised approach to plan steps needed for chosen task or activity  Learn skills and techniques for joining  Develop vocabulary to explain the processes they have used.  Explore and use a variety of art materials to draw, print, paint, collage, sculp, weave, sew. Experiment with watercolours, powder paints, oil and chalk pastels.  Develop an understanding of colour, awareness of the primary colours and using them to make other colours. | Variety of creative resources accessible by children.  Adults who value process and exploration over product.  Adults who can model/suggest techniques and ideas.  Adults support language development as children learn to explain and describe.  Core bank of poems and songs that children learn throughout EY  Helicopter stories - story scribing and acting  Regular singing activities | **Creating with materials**  -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  -Share their creations, explaining the process they have used  -Make use of props and materials when role playing characters in narratives and stories  **Being Imaginative and Expressive**  -Invent, adapt and recount narratives and stories with peers and their teacher  -Sing a range of well known nursery rhymes and songs  -Perform songs, rhymes, poems and stories with others, and try to move in time with music. |
| RE | Respecting each other  Being considerate and kind - listening to others and thinking of their feelings  We are all special, we are all different  Story of Creation - Christians believe that God created the world  Incarnation - Nativity story  Salvation - Easter  Looking at a different culture - Chinese New Year? | Understanding Christianity resources  Holistic links to other areas of learning and day to day routines and expectations - kindness, sharing, respecting differences, looking after each other and our classroom/garden/environment  High quality texts  Bible stories | -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class |