



## Subject Progression

### EYFS – Long-term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	<b>What makes you, you?</b>	<b>Who lives in the woods?</b>	<b>Who can help us?</b>	<b>Where do I live?</b>	<b>How does your garden grow?</b>	<b>What is at the Seaside?</b>
Personal, Social and Emotional Development  Scheme: SCARF	<b>Me and My Relationships</b>  All About Me What Makes Me Special Who can Help Me? My Feelings My Feelings 2	<b>Valuing Difference</b>  I'm Special, you're Special Same and Different Same and Different Families Same and Different Homes Kind and Caring (1) Kind and Caring (2)	<b>Keeping Myself Safe</b>  What is safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	<b>Rights and Responsibilities</b>  Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1&2)	<b>Growing and Changing</b>  Seasons Life stages- plants, animals, humans Life stages- Human life who will I be? Where do babies come from? Getting Bigger Me and my body- girls and boys	<b>Being My Best</b>  Bouncing back when things go wrong Yes, I can! Healthy Eating (1&2) Move your body A good night's sleep
Communication and Language	<b>Settling &amp; Listening</b> Develop listening and attention during short carpet sessions. - Follow simple one-step instructions. - Begin to use talk to share needs, interests, and experiences. - Join in with repeated refrains and familiar rhymes.	<b>Building Vocabulary</b> Extend everyday vocabulary through role-play and story themes. - Listen to longer instructions with 2 parts. - Begin to answer simple 'who, what, where' questions about stories. - Retell simple events in sequence using time connectives (first, then).	<b>Storytellers</b> - Listen attentively to longer stories without pictures or props. - Sequence story events and recall main characters. - Use new vocabulary from texts in play and conversation. - Begin to ask questions to find out more.	<b>Developing Understanding</b> Understand and respond to 'why' questions. - Use talk to plan ideas in play (e.g. 'Let's make a shop, I'll be the...'). - Begin to use conjunctions (because, and, but) in sentences. - Retell familiar stories in own words. - Build confidence in speaking to the class.	<b>Expressive Communicators</b> - Listen to and talk about non-fiction texts to build knowledge. - Describe events in detail using sequencing words. - Use talk to negotiate and solve problems with peers. - Develop storytelling skills with clear beginning, middle, end. - Introduce new topic	<b>Confident Speakers</b> - Sustain attention for whole-class inputs. - Express ideas and feelings using full sentences, with past, present, future tense. - Use talk to explain and justify thinking. - Present ideas clearly to peers (e.g. show & tell, recounting trips). - Prepare for transition to Year 1: confident listening,



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	- Build confidence to talk in small groups.	- Start speaking in full sentences with support.	- Take turns in small group discussions.		vocabulary (linked to themes).	responding, and contributing.
<b>Physical Development Complete PE</b>	<u><b>Spatial Awareness</b></u> <ul style="list-style-type: none"> <li>- Understanding personal and general space</li> <li>- Moving safely around others</li> <li>- Awareness of direction (forwards, backwards, sideways)</li> <li>- Following instructions and stopping on signal</li> <li>- Beginning to change speed and level (high/low)</li> </ul>	<u><b>Ways of Moving</b></u> <ul style="list-style-type: none"> <li>- Travelling in different ways: walking, jogging, running, hopping, skipping, galloping, tiptoeing</li> <li>- Moving at different speeds and pathways (straight, zig-zag, curved)</li> <li>- Copying and linking movements</li> <li>- Developing control and coordination</li> </ul>	<u><b>Ball Skills</b></u> <ul style="list-style-type: none"> <li>- Rolling, stopping, and collecting balls</li> <li>- Beginning to throw and catch with two hands</li> <li>- Dribbling and stopping a ball with feet</li> <li>- Aiming at large targets</li> <li>- Working in pairs to roll or pass</li> </ul>	<u><b>Dance</b></u> <ul style="list-style-type: none"> <li>- Moving to music</li> <li>- Responding to rhythm and beat</li> <li>- Using actions to represent ideas, feelings, or characters</li> <li>- Copying and performing short movement phrases</li> <li>- Moving individually, in pairs, and groups</li> </ul>	<u><b>Gymnastics</b></u> <ul style="list-style-type: none"> <li>- Exploring shapes: tuck, star, straight, curl</li> <li>- Balancing on different body parts</li> <li>- Rolling (egg roll, log roll, rocking)</li> <li>- Jumping and landing safely</li> <li>- Creating simple sequences</li> </ul>	<u><b>Athletics &amp; Games</b></u> <ul style="list-style-type: none"> <li>- Running with control, stopping at targets</li> <li>- Sprinting vs jogging</li> <li>- Jumping for height and distance</li> <li>- Relays and simple team games (beanbag/ball races, obstacle courses)</li> <li>- Cooperating and turn-taking</li> </ul>
<b>Nursery Rhymes</b>	Head, Shoulders, Knees and Toes – naming body parts • If You're Happy and You Know It – expressing feelings • One, Two, Buckle My Shoe – early counting, self-care • Pat-a-Cake – names, baking link to birthdays	Teddy Bear, Teddy Bear, Turn Around – woodland toy link • Little Peter Rabbit – animals in the woods • Five Little Squirrels (or Grey Squirrel) – autumn animals • When Santa Got Stuck Up the Chimney – Christmas rhyme • Jingle Bells – performance song	Miss Polly Had a Dolly – doctors and nurses • The Grand Old Duke of York – soldiers / marching • Here is the Fireman – fire service • Polly Put the Kettle On – home helpers • The Wheels on the Bus – transport helpers	The House That Jack Built – traditional rhyme about homes • Hickory Dickory Dock – clocks in the home • Knock at the Door – daily routines • This is the Way We Wash Our Hands – daily life routines • Humpty Dumpty – walls and building links	Mary, Mary, Quite Contrary – gardening • Five Little Peas in a Pod – growth and planting • Round and Round the Garden – garden play rhyme • Incy Wincy Spider – minibeasts in the garden • Little Arabella Miller – caterpillar rhyme	Row, Row, Row Your Boat – water travel • 1, 2, 3, 4, 5, Once I Caught a Fish Alive – sea creatures • A Sailor Went to Sea, Sea, Sea – seaside fun • She Sells Seashells – seaside shells • I Do Like to Be Beside the Seaside – traditional song



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<b>Literacy Reading</b>  <small>Phonics -RWI</small>	Colour Monster starts school. The Friendship Bench. Ruby's Worry. The Lion Inside. Perfectly Norman. A Little bit brave.	Leaf Man Gruffalo Squirrels who Squabbled. Owl who was afraid of the dark. Stickman. Twas the Night Before Christmas. •	People who help us. After the Fall. Zog Supertato Must-Have-Mum Firefighters. •	Handa's Hens Anna Hibiscus' Song. Six Dinner Sid. Goldilocks and the Three Bears. A Squash and a Squeeze. Tiger who Came to Tea.	Jack and the Beanstalk. Growing Frogs Ten Seeds. The Extraordinary Gardener. Sonya's Chickens. Farmer Duck	Tiddler Rainbow Fish Billy's Bucket. Sharing a shell Snail and the Whale. Lucy and Tom at the Seaside.
<b>Literacy Writing</b>	Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing initial sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play.	Recount, name writing, labelling, talk for writing, story scribing, retelling stories, letter writing (to santa) Writing tricky words such as I, me, the, and, go, to. Labelling using CVC, CVCC, CCVC words  PHASE WORDS	Exciting adjectives 'Wow words' Rhyming words and sentences. Instructions Captions Writing recipes Lists  PHASE WORDS	Writing Captions and labels. Writing simple sentences to accompany story maps. Character descriptions  PHASE WORDS	Writing for a purpose in role play using phonetically plausible attempts at words. Beginning to use finger spaces. Form lower case letter correctly.	Story writing. Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, Capital letters and finger spaces. Innovation of familiar texts as a model for writing own stories. Character description.
	<b>Count Objects, Actions and Sounds</b> —Counting songs and rhymes, count objects of different	<b>Count Objects, Actions and Sounds</b> —Counting songs and rhymes, count objects of different	<b>Sounds</b> —Counting songs and rhymes, count objects of different arrangements	<b>Count Objects, Actions and Sounds</b> —Counting songs and rhymes, count objects of different arrangements	<b>Count Objects, Actions and Sounds</b> —Counting songs and rhymes, count objects of different	<b>Count Objects, Actions and Sounds</b> —Counting songs and rhymes, count objects of different arrangements



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Maths	<p>arrangements (some that cannot be moved or seen) <b>Subitise</b> (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise.</p> <p><b>Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—</b> Collections of objects to count (differing sizes) Use vocabulary: more than, less than <b>Understand 1 More/1 Less—</b> One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) <b>Continue, Copy and Create Repeated Patterns—</b>AB Shape - <b>Name 2D shapes</b> and their properties.</p>	<p>arrangements (some that cannot be moved or seen) <b>Subitise</b> (Explore the composition of numbers to 10)— 0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value— Linked to subitise. <b>Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—</b> Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to <b>Understand 1 More/1 Less—</b> One more, one less nursery rhymes and songs. <b>Automatic Recall of number bonds to 10—</b> sustained focus on number to 10 (working wall display) <b>Compare Length Weight and Capacity Continue, Copy</b></p>	<p>(some that cannot be moved or seen) <b>Subitise</b> (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers <b>Count Beyond 10—Count up 30 and back from 20. Compare Numbers—</b>Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, <b>Understand 1 More/1 Less—</b> One more, one less nursery rhymes and songs. <b>Automatic Recall of number bonds to 10—</b> sustained focus on number to 15 (working wall display) <b>Compare Length Weight and Capacity</b></p>	<p>(some that cannot be moved or seen) <b>Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—</b> Linked to subitise. Ordering and counting numbers <b>Count Beyond 10—</b>Count up 30 and back from 20. <b>Compare Numbers—</b> Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair <b>Understand 1 More/1 Less—</b> One more, one less nursery rhymes and songs. <b>Automatic Recall of number bonds to 10—</b>sustained focus on number to 20 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) <b>Compare Length Weight and Capacity Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles</b></p>	<p>arrangements (some that cannot be moved or seen) <b>Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—</b>Linked to subitise. Ordering and counting numbers <b>Count Beyond 10—</b>Count up 50 and back from 20. <b>Compare Numbers—</b> Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair <b>Understand 1 More/1 Less—</b> One more, one less nursery rhymes and songs. <b>Automatic Recall of number bonds to 10—</b> different conceptual variation (e.g. tens frames, PPW, numicon etc) <b>Compare Length Weight and Capacity Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles</b></p>	<p>(some that cannot be moved or seen) <b>Subitise (Explore the composition of numbers to 10)—0-3 building 0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—</b>Linked to subitise. Ordering and counting numbers <b>Count Beyond 10—</b>Count up 50 and back from 20. <b>Compare Numbers—</b> Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair <b>Understand 1 More/1 Less—</b> One more, one less nursery rhymes and songs. <b>Automatic Recall of number bonds to 10—</b>different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral—quick recall and Numbots <b>Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns Shape - Explore how shapes can be combined to make new</b></p>
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	<p><b>Number rhymes:</b> 1, 2, 3, 4, 5, Once I Caught a Fish Alive (stop at 3 if needed)</p> <ul style="list-style-type: none"> <li>• Three Little Speckled Frogs</li> <li>• Three Blind Mice</li> <li>• One, Two, Buckle My Shoe (first part only)</li> </ul>	<p><b>and Create Repeated Patterns—ABB Shape – Name 2D shapes and their properties. Link to CP objective.</b></p> <p><b>Number rhymes:</b></p> <ul style="list-style-type: none"> <li>• Five Currant Buns in a Baker’s Shop</li> <li>• Five Little Ducks Went Swimming One Day</li> <li>• Five Little Speckled Frogs</li> <li>• Five Little Monkeys Jumping on the Bed</li> </ul>	<p>Continue, Copy and Create Repeated Patterns—ABBC Shape</p> <ul style="list-style-type: none"> <li>- Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)</li> </ul> <p><b>Number rhymes:</b></p> <ul style="list-style-type: none"> <li>Ten in the Bed</li> <li>• One Elephant Went Out to Play</li> <li>• This Old Man (verses 1–5)</li> <li>• There Were Ten Green Bottles</li> </ul>	<p><i>make a square. Notice 2D shapes in 3D Shapes</i></p> <p><b>Number rhymes:</b></p> <ul style="list-style-type: none"> <li>Hickory Dickory Dock</li> <li>• One, Two, Three, Four, Five, Once I Caught a Fish Alive (full version)</li> <li>• Ten Fat Sausages</li> <li>• One Potato, Two Potato</li> </ul>	<p><i>make a square. Notice 2D shapes in 3D Shapes.</i></p> <p><b>Number rhymes:</b></p> <ul style="list-style-type: none"> <li>Five Little Men in a Flying Saucer</li> <li>• Five Little Peas in a Pod</li> <li>• Ten in the Bed (subtraction focus)</li> <li>• One, Two, Three, Four, Mary at the Cottage Door</li> </ul>	<p><i>shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</i></p> <p><b>Number rhymes:</b></p> <ul style="list-style-type: none"> <li>• Five Little Crabs by the Seashore</li> <li>• One, Two, Three, Four, Five, Once I Caught a Fish Alive (performance version)</li> <li>• There Were Ten in the Bed (with props/puppets)</li> <li>• Five Little Fish Swimming in the Sea</li> </ul>
<b>Understanding the world</b>	<p><b>‘Me’ &amp; ‘Autumn’</b></p> <p>My family: name and describe people who are familiar to them</p> <p>Observe seasonal changes</p> <p>Nature walk Explore the natural world around them Describe what they can see, hear and</p>	<p><b>Special times:</b></p> <p>Diwali, Bonfire night, Christmas, Light and Dark Nocturnal animals: Owls</p> <p>Pumpkin investigation</p> <p>Recycling-caring for our environment</p> <p>(Information book – ‘A Planet Full of Plastic’)</p>	<p><b>Special Times:</b></p> <p>Chinese New Year, Shrove Tuesday</p> <p>Looks at map of world and beginning to be aware of other countries. There are different beliefs and others celebrate</p>	<p><b>Special Times:</b></p> <p>St Pirans day, Mothing Sunday Easter Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of</p>	<p><b>Life cycles</b> -butterflies -frogs Habitats Recognise some environments are different to the one in which they live (link ‘The Hungry Caterpillar’ story)</p>	<p><b>Special Times:</b> Fathers day, Holidays</p> <p>Investigating rock pools (Link to ‘Sharing a Shell’ story)</p> <p>Floating and sinking</p> <p>Exploring the local area making simple maps of school</p>



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	<p>feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them</p>	<p>Observe daily weather</p>	<p>special times in different ways. Compare and contrast characters from stories, including figures from the past.</p>	<p>changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Recognise some similarities/ differences between life in this country and life in other countries. (Link to 'Handa's Surprise' story)</p>		
<b>Religious Education</b>	<p>Being Special: Where do we belong?</p>	<p><b>F2 INCARNATION: why do Christians perform Nativity plays at Christmas?</b></p>	<p>What times / stories are special and why?</p>	<p><b>F3 SALVATION: why do Christians put a cross in an Easter garden?</b></p>	<p><b>F1 GOD / CREATION: why is the word 'God' so important to Christians?</b></p>	<p>What places are special and why?</p>
<b>Expressive Arts and Design</b>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences Singing and performing- nursery rhymes, traditional/ familiar songs &amp; counting rhymes. Christmas play Cheranga activities</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Colour mixing activities Selecting colour for a particular purpose Using tools to create simple representations of events, people and places Constructs with a purpose in mind, using a variety of resources(junk modelling/ outdoor loose parts) Handling and manipulating different media- weaving and paper mache Begin to act out a narrative in role play based on first hand experiences and story book language and ideas</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating materials- sculptures in wood, natural transient art form- using photography as a way of capturing and recording Experiments with joining materials- screws and screwdrivers (forest school) Use small world and puppets to act own narratives Singing and</p>			





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		<p>Singing and performing- build up a repertoire of songs Experiment with instruments (outdoor area) Chinese New Year Dances Cheranga activities</p>	<p>performing- continue to build a repertoire of songs Music lessons planned through Cheranga- exploring rhythm, pitch, dynamics, timbre, musical notation and composing</p>
<p><b>Trips and Visits/Visitors (Enrichment)</b></p>	<p>Exploring our school and meeting the staff, nature walks forest school play area Owl Visit Cinema Visit to local church Christmas Nativity Remembrance Day Food tasting from different cultures.- Diwali</p>	<p>Winter walk Chinese New year – food from different cultures Visit from fire and police crews Mothers Day Easter Local fire station visit Community centre visit Visit from road constructors Forest School (?) Farm to fork</p>	<p>Fathers Day Growing plants from seed. -Needs of a plant to make it grow Life-cycles -caterpillar to butterfly. Sunflower competition Walk to local woodland/pond Beach Trip Make own vegetable garden – garden centre visit Aquarium roadshow</p>
<p><b>Characteristics of Effective Learning</b></p>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p style="text-align: center;">Lenny Lion's Learning Zoo:</p> <p>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon &amp; Slinky Linky Snake</p>		