

# Upper Early Years EYFS Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	God's world	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	The Church
Possible Themes/Interests/Lines of Enquiry	<p><b>Me &amp; my community:</b> Focuses on how the children are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <p><b>Long ago:</b> teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p><b>Sparkle and Shine:</b> teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p> <p><b>Seasons Autumn Starry Night:</b> teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p>	<p><b>Our Big Wide World:</b> teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p> <p><b>Seasons Winter Wonderland:</b> teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.</p>	<p><b>Dangerous Dinosaurs:</b> teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p> <p><b>Seasons Spring Puddles and Rainbows:</b> teaches children about the weather that happens during. It supports them to explore colour in the natural world.</p>	<p><b>Ready Steady Grow:</b> teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p> <p><b>Build it up:</b> teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	<p><b>Once upon a Time:</b> helps children to learn, retell, write and act out familiar and traditional tales such as Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.</p> <p><b>Season Summer Moving on:</b> celebrates the children's successes throughout their school year. It explores how they have grown and changed and supports them with the changes to come as they move on.</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important. Engage in story times.</p> <p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>		<p>Think about the perspectives of others. Manage their own needs.</p>	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>						
Literacy	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
Phonics	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 2/3</b>	<b>Phase 3</b>	<b>Phase 3/4</b>	<b>Phase 4</b>
Mathematics	<p>Matching, Sorting &amp; Comparing Numbers Money Shape</p>	<p>Numbers Money Shape Time Early doubling</p>	<p>Numbers Money Shape Time Early doubling</p>	<p>Numbers Halving Doubling Sharing</p>	<p>Numbers Money, time, shape Halving, doubling, sharing</p>	<p>Numbers Money, time, shape Halving, doubling, sharing</p>
Understanding the World	<p>Talk about members of their immediate family and community using photos as a prompt. Name and describe people who have helped us at different times throughout our lives. Look at things from past and present and compare them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand that some places are special to members of their community. Understanding how we have changed from when we were a baby. Life cycles</p>	<p>Explore the natural world around them. Draw information from a simple map. How has our local area changed through time.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						

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Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						