

Lower Early Years EYFS Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Possible Themes/ Interests/Lines of Enquiry	Me & my community: 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. Seasons: Summer / Autumn	Long ago: teaches children about how they have grown and changed since they were babies and how life in the past was different from today. Seasons: Autumn	Starry Night: 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. Seasons: Winter	Dangerous Dinosaurs: 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. Seasons: Spring	Animal Safari: helps children to know about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. Seasons: Spring / Summer	Once upon a Time: 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. Seasons: Summer
Communication and Language	Listen to others when one to one or in a small group, and start and continue a conversation with a friend. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Can start a conversation with an adult or a friend and continue it for many turns. Sing a large repertoire of songs.	Know many rhymes, be able to talk about familiar books and be able to tell a long story.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed for swam’. May have problems saying some sounds: r, j, th, ch and sh and multisyllabic words such as ‘pterodactyl’ or ‘hippopotamus’.	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. Use longer sentences of four to six words.	Be able to express a point of view and to debate when they disagree with and adult or a friend, using words as well as actions. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.					
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop their sense of responsibility and membership of community.		Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Help to find solutions to conflicts and rivalries.		Develop their sense of responsibility and membership of community. Begin to understand how others might be feeling. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year.					
Physical Development	Develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves or in teams. Start to eat independently and learning how to use a knife and fork.	Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Use one handed tools and equipment, for example, making snips in paper and scissors.	Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips. Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly. Choose the right resources to carry out their own plan.	Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks. Skip, hop, stand on one leg and hold and pose for a game like musical statues. Make healthy choices about food, drink, activity and tooth brushing.	Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills. Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year.					
Literacy	Make comments and shares their own ideas. Make marks on their picture to stand for their name. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Understand the five key concepts about print: Print has meaning. Print can have different purposes. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Develop their phonological awareness so that they can: Spot and suggest rhymes	Understand the five key concepts about print: We read English text from left to right and from top to bottom. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Develop their phonological awareness so that they can: Count or clap syllables in a word	Understand the five key concepts about print: The names of the different parts of a book Write some or all of their name. Develop their phonological awareness so that they can: Count or clap syllables in a word. Recognise words with the same initial	Understand the five key concepts about print: Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book. Page sequencing Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book. Page sequencing Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary.
Phonics	Phase 1	Aspect 1 / 2	Aspect 3 / 4	Aspect 4 / 5	Aspect 6	Aspect 7

Lower Early Years EYFS Long Term Curriculum Overview

Mathematics	Fast recognition of up to 3 objects, without having to count them individually (subitising). Compare quantities using language ‘more than’ ‘fewer than’. Colours. Matching Sorting Number 1	Recite numbers to 5. Show ‘finger numbers’ up to 5. Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round. Number 2 Subitising pattern	Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. Understand position through words alone with no pointing. Describe a familiar route. Discuss routes and locations, using words like in front of and behind. Number 3,4,5 Subitising Composition	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts. Make comparisons between objects relating to size, length, weight and capacity. Number 6 Measuring Capacity	Experiment with their own symbols and marks as well as numerals. Select shapes appropriately (flat surfaces for building, a triangular prism for a roof) Combine shapes to make new ones. Sequencing Positional language More and less Shape	Solve real world mathematical problems with numbers up to 5. Talk about and identify the patterns around them. For example, stripes on clothes. Use informal language like ‘pointy’, ‘spotty’, and ‘blobs’. Begin to describe a sequence of events, real or fictional, using words such as first, then. Composition Before and after Numbers to 5
Understanding the World	Show interest in different occupations. Talk about members of their immediate family using photographs as prompts. Begin to make sense of their own life-story and their family history using photographs as a starting point. Kapow History Unit 1: Lesson 1 Guess Who? Discussing photographs from the past and recognising changes.	Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.	Continue to develop positive attitudes about the differences between people Begin to understand the need to respect and care for the natural environment and all living things.	Continue to develop positive attitudes about the differences between people. How have we changed from when we were a baby. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Create simple maps, drawing on their knowledge from stories	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to make sense of their own life-story and their families’ history. Past and present.
	Use all their senses when exploring natural materials. Understand the changing of seasons. Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore colour and colour mixing. Create their own songs or improvise a song around one they know.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments to express their feelings and ideas.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Listen with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match)
	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others.					