

St Luke's C of E Primary School  
EYFS Curriculum Overview 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes	All About Me	The World Around Me	Kings and Queens (Royal Family)	Seasons and Growth	Toys and Games	Sea and Sand- (seaside locality)
<p><b>Communication and Language</b></p> <p>Progression of Skills</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Join in with Nursery Rhymes with a growing confidence.</p> <p>Begin to use time related vocabulary for the school day such as morning, lunchtime, afternoon.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Begin reciting learnt Nursery Rhymes by heart.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail.</p> <p>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.</p> <p>Engage in non-fiction books.</p> <p>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.</p> <p>Use new vocabulary in different contexts.</p>
<p><b>Traditional rhymes and poetry</b></p>	<p>Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle. Hickory dickory dock Jack and Jill</p>	<p>Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Twinkle, twinkle</p>	<p>Old King Cole Sing a song of sixpence. Old Mother Hubbard Grand Old Duke of York Humpty dumpty</p>	<p>Mary, Mary, quite contrary Roses are red It's raining, it's pouring Rain, rain, go away Hot cross buns</p>	<p>Ladybird, ladybird Little boy blue Mary had a little lamb Old MacDonald had a farm</p>	<p>Jack be nimble Monday's child See saw, Margery Daw Simple Simon</p>
<p><b>Specific Learning Focus</b></p>	<p>Listening and participating during whole class English sessions</p> <p>Commenting on stories</p> <p>Joining in with repeated refrains of familiar stories</p> <p>Sequencing stories</p> <p>Giving personal responses to texts</p> <p><b>Texts</b></p> <p>-Goldilocks and the three bears -The Gruffalo -Owl Babies -We're Going on a Bear Hunt -My Friend Harry -The Great Big Book of Families -It's Okay to be different -Peace at Last</p>	<p>Non-fiction</p> <p>Rhyming</p> <p>Repeated refrains</p> <p>Visual literacy language development</p> <p>Poetry</p> <p>Traditional tales</p> <p>Initial sounds and simple CVC words</p> <p><b>Texts</b></p> <p>-Non-fiction: Trees -Poetry -Iris &amp; Isaac – Catherine Rayner -The red dot – Peter H Reynolds -The Jolly Christmas Postman -The Snowman (vis lit) -Father Christmas</p> <p>Pumpkin Soup The Gun Powder Plot The Story of Diwali Nativity Stories-various</p>	<p>Non-fiction</p> <p>Beginning sentence writing</p> <p>Posters</p> <p>Postcards</p> <p>List writing</p> <p><b>Texts</b></p> <p>-Jack and the beanstalk -Rapunzel -Feature of castles -Princess Smartie pants -The Queens knickers -Sir Charlie Stinky Socks</p> <p>Chinese New Year Cinderella</p>	<p>Labelling</p> <p>Descriptive sentences</p> <p>Character descriptions</p> <p>Book review</p> <p>Book covers</p> <p>Letter writing</p> <p><b>Texts</b></p> <p>-Room on the Broom -Whatever Next -Naughty Bus -Rosie Revere, Engineer -Mr Gumpy's Outing -Mrs Armitage on Wheels</p> <p>I Love my Mum because The Easter Story</p>	<p>Descriptive sentence writing</p> <p>Instructions</p> <p>Verbal sequencing</p> <p>Creating fact books</p> <p>Acting out stories</p> <p>Poetry</p> <p><b>Texts</b></p> <p>-The Tiny Seed -The Little Red Hen (T4W) -Non-fiction: Growing a bean -Animal poetry -Camille and the sunflowers</p>	<p>Character profiling</p> <p>Using descriptive language</p> <p>Creating our own stories</p> <p>Beginning, middle and end</p> <p>Jumping into the story</p> <p>Settings</p> <p>Acting out stories</p> <p>Instructions</p> <p>Poetry - nonsense</p> <p><b>Texts</b></p> <p>-Commotion in the Ocean -The Rainbow Fish -Lucy and Tom at the Seaside -Seaside poetry -The Lighthouse Keepers Lunch -Non-Fiction (features of the seaside and lighthouses)</p> <p>The Boy on the Beach</p>
<p><b>ELG Communication and Language</b></p>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation, when engaged in back-and-forth exchanges with their teachers and peers.</p>			<p style="text-align: center;"><b>Speaking</b></p> <p>Participate in small group, class and 1-1 discussions offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, rhymes, and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		

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<p><b>Personal, Social and Emotional Development</b></p> <p>Scheme of Work- Coram Scarf</p>	<p><b><u>Autumn 1 Unit of Work: Me and My Relationships</u></b></p> <ul style="list-style-type: none"> <li>- All about me</li> <li>- What makes me special?</li> <li>- Me and my special people</li> <li>- Who can help me?</li> <li>- My feelings</li> </ul> <p><b><u>Autumn 2 Unit of Work: Valuing Difference</u></b></p> <ul style="list-style-type: none"> <li>- I'm special, you're special.</li> <li>- Same and different</li> <li>- Same and different families</li> <li>- Same and different homes</li> <li>- Kind and caring</li> </ul>		<p><b><u>Spring 1: Keeping myself safe</u></b></p> <ul style="list-style-type: none"> <li>- What's safe to go on to my body. <ul style="list-style-type: none"> <li>- Keeping myself safe</li> </ul> </li> <li>- What's safe to go into my body. <ul style="list-style-type: none"> <li>- Safe indoors and outdoors</li> <li>- Listening to my feelings</li> <li>- Keeping safe online</li> </ul> </li> </ul> <p>People who help keep me safe.</p> <p><b><u>Spring 2: Rights and Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>- Looking after my special people</li> <li>- Looking after my friends</li> <li>- Being helpful at home</li> <li>- Caring for our classroom</li> <li>- Caring for our world</li> <li>- Looking after money</li> </ul>		<p><b><u>Summer 1: Being My Best</u></b></p> <ul style="list-style-type: none"> <li>- Bouncing back when things go wrong. <ul style="list-style-type: none"> <li>- Yes, I can!</li> <li>- Healthy Eating</li> <li>- Move your body.</li> <li>- Goodnight sleep.</li> </ul> </li> </ul> <p><b><u>Summer 2: Growing and Changing</u></b></p> <ul style="list-style-type: none"> <li>-Looking at Seasons</li> <li>- Life stages: plants, animals, humans</li> <li>- Life stages: Who will I be? Where do babies come from? Getting bigger</li> <li>Me and my body: Girls and Boys</li> </ul>	
<p><b>ELG Personal, Social, and Emotional Development</b></p>	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour; accordingly, -</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>		<p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p>		<p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	
<p><b>Physical Development</b></p> <p><b>Gross Skills</b></p> <p><b>Fine Skills</b></p>	<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</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</p> <p>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><b>Scheme of Work- PE</b></p>	<p>Meaningful Movement Small Equipment</p> <p>REAL PE- Unit 1: Riding on my bike. Pirate Adventure. Hygiene + toileting</p>	<p>Meaningful Movement Dance</p> <p>REAL PE- Unit 2: Moon Adventure. Fun in the Jungle. Intro body changes when exercising</p>	<p>Meaningful Movement Gymnastics -Travelling</p> <p>REAL PE- Unit 3: Pulling along. Time out.</p>	<p>Music and Movement Dance</p> <p>REAL PE- Unit 4: Clowns. Off to the Seaside. How to keep our bodies healthy and well.</p>	<p>Music and Movement Gymnastics – large apparatus</p> <p>REAL PE- Unit 5: Big top time. Magic bean.</p>	<p>Music and Movement Games</p> <p>REAL PE- Unit 6: The Hairy scary Woods. Little Kittens time to play.</p>
<p><b>ELG Physical Development</b></p>	<p><b>Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; -</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			<p><b>Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>		

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<b>Literacy</b>	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	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.	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.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	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.						
<b>Phonics- Letters and Sounds</b>	Oral segmenting and blending/phase 1 rhyme and rhythm/alliteration.  Introduce individual phonemes: s a t p i n  Teach HF words (practise blending and reading)  at, as, it, an, in, is,  Tricky words for reading the, to, no, go, l  Blending and segmenting using grapheme-phoneme knowledge.  Phases 1&2	Revise phonemes from last term.  Introduce next sets of phonemes. m d g o c k ck e u r h b f, ff l, ll ss  Teach HF words (practise blending and segmenting) can, and, dad got, off, up, had back, get, big, him, his, not, got, mum, but  Tricky words for reading no, go, l, the, to, he, we, me, be  Blending and segmenting using grapheme-phoneme knowledge  Phase 2	Revise phonemes from last term.  Introduce next sets of phonemes. j v w x y z, zz, qu  Teach HF words (practise blending and segmenting) back, get, big, him, his, not, got, mum, but  Tricky words for reading no, go, l, the, to, he, we, me, be  Blending and segmenting using grapheme-phoneme knowledge.  Phase 2	Revise phonemes from last term.  Introduce consonant digraphs ch sh th ng Introduce long vowel digraphs ai, ee, igh oa oo  Teach HF words (practise blending and segmenting) will, that, this, them, with, then  Tricky words for reading she, he, we, me, be, was, my, you, they, her, all, are  Practise blending for reading and segmenting for spelling.  Begin learning letter names and capital letters Phase 3	Revise phonemes from last term.  Introduce digraphs/trigraphs ar or ur ow oi, ear air ure er  Teach HF words (practise blending and segmenting) see, for, now, down, look, too  Tricky words for reading my, you, they, all, are, her, was  Practise blending for reading and segmenting for spelling.  Practise letter names and capital letters  Phase 3	Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er  Tricky words for reading my, you, they, all, are, her, said, like, some, come, have, were, there, little, one, do, when, out, what  Blend and segment using all phonemes taught so far.  Practise letter names and capital letters Phases 3&4  (Sounds Write-sh, ch, th, ck, wh, ng, qu, ee, oo, ai, oi, ow)						
<b>ELG Literacy</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play</li> </ul>			<b>Word Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		<b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>						
<b>Mathematics</b> White Rose	Getting to know you	Phase 1 Just Like Me	Phase 2 It's me 1, 2 & 3	Phase 3 Light and Dark	Phase 4 Alive in 5	Phase 5 Growing 6,7,8	Phase 6 Building 9 & 10	Consolidation	Phase 7 To 20 and Beyond	Phase 8 First, Then and Now	Phase 9 Find My Pattern	Phase 10 On The Move
Number		Match and Sort Compare Amounts	Representing 1,2&3 Comparing 1,2&3 Composition of 1,2&3	Representing Numbers to 5 One More/Less	Introducing Zero Comparing numbers to 5 Composition of 4&5	6,7&8 Making Pairs Combining Two Groups	9&10 Comparing Numbers to 10 Bonds to 10		Building Numbers Beyond 10 Counting Patterns Beyond 10	Adding More Taking Away	Doubling Sharing & Grouping Even and Odd	Deepening Understanding Patterns and Relationships
Measure, Shape and Spatial Thinking		Compare Size, Mass and Capacity Exploring Pattern	Circles and Triangles Positional Language	Shapes with 4 Sides Time	Compare Mass (2) Compare Capacity (2)	Length & Height Time	3D Shape Pattern (2)		Spatial Reasoning (1) Match, Rotate, Manipulate	Spatial Reasoning (2) Compose and Decompose	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (4) Mapping
<b>ELG Mathematics</b>	<b>Number</b> Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.						<b>Numerical Patterns</b> 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					

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<b>RE</b>	Leicestershire Religious Literacy for All F5-Being Special -Where do we belong? (World Religions)  Encounter: A Muslim whispering Allah in a baby's ear Hindu- Celebrating at Raksha Bandhan Festivals	Understanding Christianity F2 Why do Christians perform nativity plays at Christmas? (Incarnation 1C)  Encounter: A Muslim story: The Tiny Ants Festivals	Understanding Christianity F1 Why is the word 'God' so important to Christians? (Creation 1C)  Encounter: Sikhism: Guru Nanak and the Cobra Festivals	Understanding Christianity F3 Why do Christians put a cross in an Easter Garden? (Salvation 1C)  Encounter: A Muslim Story: The Blind Boy Festivals	Leicestershire Religious Literacy for All F3-Which places are special and why? (World religions)  Encounter: Muslim stories: Seven new kittens & The baby birds Festivals	Leicestershire Religious Literacy for All F1- What times/stories are special & why? (World religions)  Encounter: Tu be Shevat: the Jewish 'Birthday of Trees' Festivals
<b>History/Geography</b>	<b>History within living memory- All About Me</b> My Past, present, future Families Family Trees Timelines What I was like when I was a baby and how have I changed  <b>Texts</b> *Once there were Giants-Martin Wardell *A Chair for baby bear-Kaye Unmansky & Chris Fisher *Titch-Pat Hutchens	<b>Geography-Our School</b> Describing places in our local area. Maps and Plans Following a route and describing it. Understanding an address Simple fieldwork  <b>Texts</b> * City Mouse and Country Mouse- John Wallner	<b>History-Kings and Queens (The Royal Family)</b> Queen Elizabeth II Members of the Royal Family Role of the Queen Family tree Line of succession Buckingham Palace Queen Victoria Jubilee	<b>Geography-Weather, Seasons and climates</b> Different types of weather Seasons Climates Forecasts Parts of the UK Mapping  <b>Texts</b> *A tree for all seasons-Robin Bernard	<b>History-Toys and Games</b> Past and Present Comparisons of old and new toys Toys and Playground Games  <b>Texts</b> *Kippers Toybox-Mick Inkpen	<b>Geography- Seaside Locality</b> Coasts Oceans Landmarks Similarities and Differences between town and coast Features of a coast
<b>Science</b>	<b>The Human Body</b> Different parts of the body and their function Growth and Change Senses  <b>Texts</b> *Big-Tim Hopgood	<b>Sources of Light</b> Natural and Manmade Links to Bonfire Night	<b>Plants</b> Life Cycles From seed to plant Parts of a plant Growing plants	<b>Forces</b> Pushes and pulls Experimenting with toys.	<b>Healthy Diets</b> Balanced diets Teeth Hygiene Exercise	
<b>ELG</b> <b>Understanding The World</b>	<b>Past and Present</b>		<b>People, Culture and Communities</b>		<b>The Natural World</b>	
	Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.		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 life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

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<p><b>Expressive Arts and Design</b></p> <p>Progression of Skills</p>	<p>Develop storylines in their pretend play.</p> <p>Children to be encouraged to draw from their imagination and observation.</p> <p>Develop colour mixing techniques to enable to match colours that they see.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore different techniques for joining materials together.</p> <p>Encourage children to simply think about and discuss their work with their peers and adults.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Learn about specific artists, both modern and historic and recognise their different styles.</p> <p>Start to develop own style including colour, movement and line.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>With growing confidence, begin to independently build, using a range of tools and materials.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children to use prior knowledge to select and use a variety of materials and tools for specific purposes.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Children to discuss and reflect upon their own ideas when using a range of materials and techniques.</p>
<p>Specific Learning Focus</p>	<p>Colour: naming, recognising and mixing primary colours Self Portraits</p>	<p>Exploring line: in roads, maps and Miro/Mondrian  Shadow Puppets</p>	<p>Sculpture: studying and replicating monuments and busts of Kings and Queens</p>	<p>Design and make a boat that floats and another vehicle that moves with wheels (Move to Sum 1?)</p>	<p>Still life Drawing and painting sunflowers Studying Van Gogh (Move to Spr2?)</p>	<p>Natural Art Focusing on Andy Goldsworthy  Design and create a kite</p>
<p><b>ELG-Expressive Arts and Design</b></p>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>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</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>			<p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		