

Curriculum Overview EYFS

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the programme that the Government sets for all Early Years providers (0-5 years) to make sure that all children learn and develop well and are kept healthy and safe. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress.

The EYFS learning and development requirements comprise:

- the characteristics of effective learning
- the seven areas of learning and development and the educational programmes
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

The Characteristics of Effective Learning

Playing and exploring

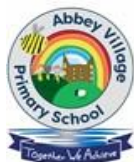
Is about children investigating and experiencing things, they 'have a go'.

Active Learning

Is about being involved and concentrating, keep on trying if they encounter difficulties and enjoying achieving.

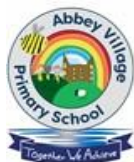
Creating and thinking critically

Is about having their own ideas, making links between ideas and developing strategies for doing things.



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The Seven Areas of Learning		
Prime Areas		
<p>Personal, Social and Emotional Development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life</p>	<p>Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Physical Development</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>



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Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Knowledge and Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe



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Early Years Foundation Stage Assessment

The Reception Baseline Assessment ([RBA](#)) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school. As a school, we also provide our own assessments to ensure we have a broad and balanced awareness of the children's starting points and can quickly identify next steps in their learning journeys.

In order to identify and plan for children's successful learning and development, staff observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development.

Staff use Development Matters and the EYFS Statutory Framework to inform understanding of child development through the early years and work closely with parents to build successful home-school partnerships.

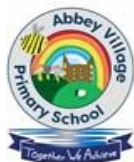
Staff report to parents termly via 'Rocket Letters' and through termly face to face parents' meetings. The results of the early years profile ([EYFSP](#)) is also reported at the end of the reception year.

A learning journal is also maintained for each child and is shared with parents and carers. Homework is an extension of the week's learning and facilitates the discussion between home and school. It is widely recognised the vital role that parents have in supporting their children's learning and development.

Parents need to know what to expect in relation to their child's development. The information from the DFE around child development is shared on our website and sent out to parents at the beginning of each academic year. 'What to expect in the Early Years Foundation Stage: a guide for parents'.

Special Educational needs and Disability SEND

Each child (including those with additional SEND needs) is allocated their own key person who will know them best and will plan for their needs, working closely with parents when doing so. SEND children are observed closely and their achievements are celebrated in their Learning Journal and planning documents. This information is then used to tailor the curriculum to meet the interests and enthusiasms of each child using methods of delivery that are appropriate to their needs. They will also be supported by the SENDCo to ensure staff have received appropriate training to support each child effectively.



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Planning for the Early Years Foundation Stage

We plan to deliver a broad and balanced curriculum that encompasses all aspects of the [Statutory Framework](#) programmes of study. We also use [Development Matters](#) to help us plan appropriate learning opportunities throughout the year. Planning is also based on the observations of children’s play and what their interests are. We plan themes and topics on a rolling 2-year programme. This ensures that the children have new learning experiences and learning builds upon previous knowledge learned, throughout their time in Sunnyhurst class. There are many opportunities to explore a variety of topics and themes suggested by the children. Our rural village location and the beautiful surrounding countryside allows us to plan many of our learning experiences outside where appropriate. Our dedicated wildlife outdoor space for our younger children provides space and facilities for outdoor maths and English and for wider curriculum provision. Children also use our allotment to plant and grow and discover nature. We also provide opportunities for learning to be completed at the nearby nature trail and reservoir where it works within the teaching sequence.

High quality continuous provision and planned ambitious adult led activities ensure that our children are drawn in to the exciting learning opportunities that are available for them. Our highly experienced staff ensure that all children’s needs and requirements are catered for and we ensure that any strengths are built upon and gaps addressed. Communication and language is at the heart of all teaching and learning.

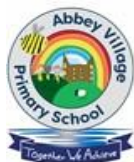
EYFS and Year 1 topics 2023– 2024 Cycle A

Autumn		Spring		Summer	
Does the garden look the same all year round?	How have toys changed over time?	What materials do we use every day?	Where do and did the wheels on the bus go?	Why are Humans not like tigers?	Where would you prefer to live England or Kenya?
This topic encourages the children to explore wonders of all things that live and grow in the garden. This is a our own flowers and vegetables grow. They get to experience first-hand how to care for living things. Together, we will be developing our growing area. We will be designing, building and planting with the children to create a vegetable patch and sensory garden.	We will be looking at toys the past and present as well as toys from around the world. We will be encouraging the mechanisms used. There will be opportunities for the children to take apart toys and put them back together using tools and simple sticking techniques. We will be making our own toy using our woodwork area. The topic will also lead into Christmas celebrations.	This topic explores the materials that things are made of. We will use traditional tales to help us to explore the explore what happens when the Gingerbread Man gets wet and investigate which liquid helps him to keep solid. We will learn how materials can be changed through heat, squashing and squeezing. Using heat we melt chocolate for a tasty treat.	During this topic we will look at the United Kingdom and the surrounding seas closely. We will design our own map looking at compass points. We will create a map to follow to the Nature trail to find out own treasure in the river.	During this topic we will be looking at classifying animals and looking at the classification of a human. We will be looking at common characteristics in humans and drawing pictures of our friends and us to look at the comparisons. We will explore all 5 senses.	This topic explores travel and we will learn all about the countries of the United Kingdom. As well as comparing a small area of the UK (Abbey Village) to an area of a contrasting country (Kenya) and design their own journey maps and we will send postcards home learning our name and address. The postman will then come and collect all of our postcards!



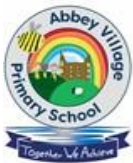
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EYFS Yearly Overview Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, social and emotional	<p>Settling children in Setting up classroom rules and establishing routines - timetable Modelling play, desired behaviour and tidy up routines Building on children's independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others.</p>	<p>Valuing difference. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping myself safe. Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and responsibilities. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Being my best. Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p>Growing and changing. Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
Communication and language	<p>Role play – home corner Small world play Snack time Helicopter Stories Show and Tell Circle time Key person time Talking and thinking floorbook sessions</p>	<p>Christmas performance Role play – Toy/Elves' workshop Small world play Show and Tell Helicopter Stories Circle time Key person time Talking and thinking floorbook sessions</p>	<p>Role play – Chinese restaurant Small world play Show and Tell Helicopter Stories Circle time Key person time Class assembly Talking and thinking floorbook sessions</p>	<p>Role play – Handa's Surprise Small world play Show and Tell Helicopter Stories Circle time Key person time Spring music festival Talking and thinking floorbook sessions</p>	<p>Role play – Jack and the beanstalk Small world play Show and Tell Helicopter Stories Circle time Key person time Class assembly Talking and thinking floorbook sessions</p>	<p>Summer performance Role play – Post Office Small world play Show and Tell Helicopter Stories Circle time Key person time Class assembly Talking and thinking floorbook sessions</p>



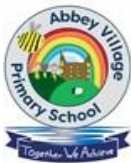
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Physical development	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / parachute</p> <p>Ball skills rolling</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / Dance</p> <p>Ball skills under arm throw</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / Dance</p> <p>Ball skills over arm throw</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Gymnastics</p> <p>Throwing, catching, bouncing</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Gymnastics</p> <p>Ball skills kicking</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Athletics</p> <p>Sports day</p>
Literacy	<p>Phonics Throughout the year expected progression, some children may be working below or above this progression)</p> <p>Firm Foundations Phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Speaking and Listening Focus</p> <p>Introduce new children. Building children's understanding.</p> <p>Focus on early reading skills.</p> <p>Pencil control and name writing.</p>	<p>Basics 2 Phonics</p> <p>Recognising letter sounds. Oral blending and segmenting cvc words.</p> <p>Reading HF and tricky words.</p> <p>Retelling and sequencing stories, instructions etc.</p> <p>Imperative verbs.</p> <p>Using adjectives to write character descriptions.</p> <p>Writing letters, cards and lists.</p>	<p>Basics 2/3 Phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Reading sentences.</p> <p>Continue a rhyming string.</p> <p>Exploring features of a non-fiction book.</p> <p>Understanding that information can be found in books and on the internet. Non-fiction writing linked to theme</p>	<p>Basics 3 phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Constructing sentences.</p> <p>Writing a Recount of something we have done</p> <p>Practice writing sentences and the features that need to be included.</p>	<p>Basics 3/4 Phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc , CVCC, CCVCand ccvcc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Constructing sentences using conjunctions. Children to write a character description, being able to identify the thoughts and feelings within the story. Children to identify rhyme in poems and be able to perform a well known poem.</p>	<p>Basics 4 phonics</p> <p>Recognising letter sounds. Oral blending and segmenting cvc and ccvcc words and polysyllabic words</p> <p>Reading and writing HF and tricky words. Constructing sentences using conjunctions.</p> <p>Writing a story from their recall of the story..</p>



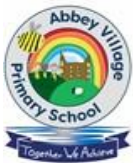
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Mathematics	<p>Numberland Focus (Autumn 1/2)</p> <p>Numberland is a place where the numbers live. Each number is introduced and explored in different ways each week through a variety of questions and tasks.</p> <p>Numbers 1-10.</p> <p>Key elements of learning through Numberland:</p> <p>Rote Counting Rote count from 1 Rote counts on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Know what number comes before and after a given number Say a number between two given numbers</p> <p>Counting Objects Understand that counting is to find out how many if you don't already know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent 'none' Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal</p>	<p>Counting and Comparing</p> <p>Identify quantities of an object up to 5- in a dice or domino arrangement Identify (up to 10 objects) whether a group has more/greater or fewer/less without counting Compare 3 groups of the same object by matching objects together. Compare 3 group by counting the objects</p> <p>Partitioning and Understanding Part-Whole</p> <p>Partition a whole set of objects into 2 groups, drawing a picture to represent this. Partition a whole set of objects between 2 groups (up to 10)- how many different ways can this be done?</p> <p>Understanding 'Teens' Numbers</p> <p>Count up to 20 objects- moving each as they are counted. Arranging the numbers into 10 plus the rest e.g. 12 is a group of 10 plus a group of 2. Select the numeral to match the amounts, in order, up to 20.</p> <p>Distance (length, height, width)</p> <p>Compare the length and height of 2 items using direct comparison- using the terms longer, shorter, wider, narrower, and taller. Order a set of 3 items from longest to shortest and tallest and shortest and widest and</p>	<p>Addition</p> <p>Know that 1 more is found by adding 1 object to an existing group of objects. Recognise that 1 more is the next number in the counting sequence (when counting in 1s). Know that 2 more is found by adding 2 objects to an existing group of objects. Combine 2 groups of objects (total up to 5) recalling how many there are in total using addition facts. Combine 2 groups of objects (total up to 10) counting how many there are. In practical situations understand that when 2 parts are combined, they make a whole.</p> <p>Subtraction</p> <p>Know that 1 fewer is found by removing/taking away 1 object from an existing group. Recognise that 1 less is the next number in the counting sequence when counting back (in 1s). Know that 2 fewer is found by removing/taking away 2 objects from an existing group. Subtract a single digit</p>	<p>Counting, Comparing and Ordering</p> <p>Rote count on and back from one number to another within 20, starting and stopping at the correct place. Rote count beyond 20 recognising the pattern in the 1s. Say the number between 2 given numbers (within 20) e.g. what is the number between 12 and 14? Say a number between 2 given numbers (within 20) e.g. tell me a number between 4 and 8. Count up to 20 pictures without marking using a strategy such as starting at one side- ensuring all pictures are included and none are counted more than once. State without counting (subitise) quantities within 5. Make a sensible guess of quantities within 10. Order 3 or more sets of objects. Order numbers 0-20. Order a random set of numerals within the range 0-20.</p> <p>Understanding Part-Whole with Addition and Subtraction</p> <p>Identify 1 or 2 more/less than a given number. Understand that 'teen' numbers (11-19) are a group of 10 plus another number, using</p>	<p>Time</p> <p>Talk about significant times of the day. Sequence 2/3 familiar events and describe the sequence. Know the names of the days of the week- say them in order. Use the language of comparison when talking about time e.g longer/shorter/faster/slower. Understand that longer refers to an event that takes more time and shorter refers to an event that takes less time. Understand that we can compare speeds using words such as faster and slower.</p> <p>Space</p> <p>Understand and use the terms first, second, third, fourth, fifth etc. to describe the position in a line. Understand and use the full range of ordinal numbers. Create a repeating pattern from a given description e.g. make me a pattern that is circle, square, circle, square... Identify and describe the part of a pattern being repeated. Describe and recognise patterns made of objects, numbers, and shapes. Create patterns made of objects, numbers, and shapes. Understand and use positional language in everyday situations. Understand and use the language of movement/direction. Use the terms forwards, backwards, up, down and turn.</p> <p>Money and Sorting</p>
	<p>Mathematics</p>	<p>Mathematics</p>	<p>Mathematics</p>	<p>Mathematics</p>	<p>Mathematics</p>



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<p>Order three or more sets of objects</p> <p>State without counting (subitise) quantities within 5</p> <p>Make a sensible guess of quantities within 10</p> <p>Shape</p> <p>Know that shapes can appear in different ways and be different sizes</p> <p>Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle)</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat)</p> <p>Number sense</p> <p>Partition a set of objects in different ways using the terminology part-part-whole</p> <p>Number Recognition</p> <p>Recognise and identify numerals 1-10</p> <p>Select the numeral that represents a set of objects</p> <p>Order numerals 0-10</p> <p>Number graphics</p> <p>Represent amounts in their own ways, explaining what they mean</p> <p>Represent and explain their thinking in their own ways</p> <p>Write numerals 0 to 10</p> <p>Calculating</p> <p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole</p> <p>Understand the concept of subtraction by practically</p>	<p>narrowest.</p> <p>Use non-standard units to measure width, length, and height- recognizing different results for the same item.</p> <p>Understand that the length/height/width of an object can be represented by a number.</p> <p>Mass/Weight and Capacity/Volume</p> <p>Explore what happens when 2 objects are placed on each side of the balance scale.</p> <p>Understand that if the balance scale is level the objects being compared are equal in mass/weight.</p> <p>Understand that the lower side of the balance scale contains the heavier object, and the higher side contains the lighter object.</p> <p>Understand that the mass/weight/capacity of an object can be represented by a number.</p> <p>Understand that to measure the mass/weight of an object using balance scale the object should be placed on one side and then count items placed onto the other side until the balance is level.</p> <p>Understand volume refers to how much liquid is in a container.</p> <p>Understand capacity refers to how much a container can hold when it is full.</p> <p>Use the terms full, empty,</p>	<p>number up to 10 by removing a given amount from a greater set, up to 5 recalling how many left using subtraction facts and up to 10 counting to identify how many are left.</p> <p>Halving and Doubling</p> <p>Understand that when an object (that can be cut) has been shared equally between two, both parts are the same.</p> <p>Understand that when an amount has been shared equally between two, both parts are the same.</p> <p>Recognise by counting whether an amount has been shared equally between 2 or not.</p> <p>In real life contexts, use practical equipment to identify double of numbers up to 5.</p> <p>Understand that doubling is adding the same number to itself.</p> <p>Automatically recall double facts up to double 5.</p> <p>Number Sense</p> <p>Use number equipment e.g. ten frames with counters to create of group of 10 plus another group.</p> <p>Use number equipment e.g. ten frames with counters to represent the</p>	<p>part-part whole language.</p> <p>Understand that 20 is the same as 2 groups of 10.</p> <p>Partition a set of objects in different ways using the terminology part-part whole.</p> <p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part- whole.</p> <p>Place each of two amounts on separate ten frames and explore how they can be combined to find the total.</p> <p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.</p> <p>Remove a given amount from a greater set (with a whole up to 20) counting to identify how many are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part – whole.</p> <p>Fractions</p> <p>In real life contexts, use practical equipment and equal sharing to find one half of an even number of objects.</p> <p>Understand that halving is sharing (dividing) into 2 equal parts.</p> <p>Understand that doubling is adding the same number to itself (practical context).</p> <p>Solve practical problems that</p>	<p>Understand that money can be in the form of coins or notes.</p> <p>Understand that money can be paid in other ways such as card, phone or using the internet.</p> <p>Use 1p coins to pay for objects with prices up to 20p.</p> <p>Number Sense</p> <p>Say a number between 2 given numbers within 10 e.g. tell me a number between 4 and 8.</p> <p>Recognise repeating patterns in the counting sequence e.g. 6,7,8,9 and 16,17,18,19 and 26,27,28,29.</p> <p>Find a numeral between 2 given numerals e.g. 11 and 17.</p> <p>Count up to 20 pictures without marking, ensuring that all pictures are included and that none have been counted more than once, using a strategy such as starting at one side.</p> <p>Understand that ‘teen’ numbers are a group of 10 plus, another number.</p> <p>Understand 20 is the same as two groups of 10.</p> <p>Partition a set of objects in different ways using the terminology part – whole</p> <p>Order three or more sets of objects.</p> <p>Addition and Subtraction</p> <p>Identify 1 or 2 more/less than a given number.</p> <p>Understand that ‘teen’ numbers (11-19) are a group of 10 plus another number, using part-part whole language.</p> <p>Understand that 20 is the same as</p>
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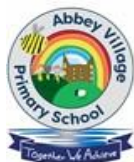
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	<p>removing one amount from within another to find how many are left and use the terminology part-part-whole</p> <p>Relate subtraction to addition in practical situations using the terminology part-part-whole</p> <p>Identify one more and one less than a given number</p> <p>Identify two more and two less than a given number</p> <p>Add two single-digit numbers totaling up to 10, using practical equipment</p> <p>Subtract a single-digit number from a number up to 10, using practical equipment</p>	<p>nearly full and nearly empty to describe volume/capacity.</p> <p>Compare the volumes of 2 of the same containers holding different amounts, using the terms more or less.</p> <p>Order a set of 3 identical containers from most full to least full.</p> <p>Understand that to measure the capacity of a container it needs to be filled by repeatedly using the same sized smaller container.</p> <p style="text-align: center;">Shape and Sorting</p> <p>Recognise and name a: circle, square rectangle, oblong rectangle, triangle, cube, cuboid, and sphere.</p> <p>To identify the shapes from a wider selection of shapes.</p> <p>To say what is the same about a given group of shapes.</p> <p>To build and make models with 3-D shapes.</p> <p>Continue a repeating pattern.</p> <p>Create a repeating pattern from a given description e.g. make a pattern that is circle, square rectangle, circle, square rectangle.</p>	<p>full counting sequence from 1 to 20.</p> <p>Understand and partition the numbers 11 to 19 as 10 and 1 etc.</p> <p>Addition and Subtraction</p> <p>Find 1 and 2 more than a given number within 10.</p> <p>Find 1 and 2 fewer/less than a given number within 10.</p> <p>Understand that if a number is added to another and then the same number is then taken away from this total, the result is the original number.</p> <p>In practical situations, understand that when 2 parts are combined, they make a whole- label the parts and the whole.</p> <p>In practical situations, understand that when 1 part is removed from the whole it leaves another part- label the parts and the whole.</p>	<p>involve doubling, halving, and sharing.</p> <p>Explore and represent the patterns in odd and even numbers.</p> <p>Understand that a number that can be shared into two equal whole number parts is called 'even'.</p> <p>Understand that a number that cannot be shared into two equal whole number parts is called 'odd'.</p> <p>Distance and Mass/Weight</p> <p>Recap comparing objects in terms of length and weight- using the terms longer, shorter, heavier, and lighter.</p> <p>Use uniform non-standard units to measure length/width/height.</p> <p>Capacity/Volume and Money</p> <p>Understand and use the language of comparison when ordering 3 of the same containers holding different amounts e.g., most/least.</p> <p>Use uniform non-standard units to measure capacity.</p> <p>Count up to 20 objects (1p coins) to match a given numeral.</p> <p style="text-align: center;">Shape and Sorting</p> <p>Name common 2-D and 3-D shapes.</p> <p>When given one criterion, identify the objects that match.</p> <p>Sort the shapes according to their own criteria.</p>	<p>2 groups of 10.</p> <p>Partition a set of objects in different ways using the terminology part-part whole.</p> <p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-whole.</p> <p>Place each of two amounts on separate ten frames and explore how they can be combined to find the total.</p> <p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-whole.</p> <p>Remove a given amount from a greater set (with a whole up to 20) counting to identify how many are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part-whole.</p>
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				<p>Find pairs of 2-D and 3-D shapes that are the same despite being different in size/orientation. Know that shapes can appear in different ways and be different sizes.</p>	
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Understanding the World	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Learning that we are all different in our school, but that we are all special Looking at where I live My journey to school Caring for my environment Signs of Autumn The children will be introduced to the computer and begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories and songs through the use of the computer. E-Safety Gain a sense of time and the past, Christmas through the ages.</p>		<p>Knowing some ways to keep safe. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Talk about their impact on the natural world. Learning that we all enjoy different activities and that's what makes us unique. Signs of Spring Observing plants, animals and living / decaying things. Begin to learn about the wider world and places beyond our country. Explore the wonder of the natural world and observe changes over time, chicks or ducklings. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p>		<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges Signs of Summer A range of ICT equipment will be used through focused activities and independent play. The children will continue to develop their skills using the interactive whiteboard, listening station and electronic toys. Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles.</p>	
	Expressive art and design	<p>Portrait painting, mixing skin colours Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose. Explore colour mixing. Diwali lamps. Digitally manipulate images of self.</p>	<p>Firework pictures and models. use a range of materials including wood to make things. Music and movement. Create salt dough and make impressions. Leaf rubbings Christmas food. Plan a party with decorations. Design an advent calendar</p>	<p>Explore paint, mixing colours, adding texture to paint, using powder paint. Free exploration of junk resources. Accessing resources independently and safely Create own music and movement phrases</p>	<p>Easter activities Hammered flower press Whittling Free exploration of junk resources. Accessing resources independently and safely</p>	<p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Design a minibeast Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples ,over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>



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Religious education	Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas Why Jesus is believed to be a special baby	New life Chinese New year Shrove Tuesday Easter Mother's Day	Birthdays- Growth and transition Father's day Eid
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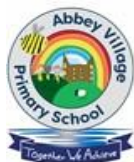
Planning for the Early Years Foundation Stage

We plan to deliver a broad and balanced curriculum that encompasses all aspects of the [Statutory Framework](#) programmes of study. We also use [Development Matters](#) to help us plan appropriate learning opportunities throughout the year. Planning is also based on the observations of children’s play and what their interests are. We plan themes and topics on a rolling 2-year programme. This ensures that the children have new learning experiences and learning builds upon previous knowledge learned, throughout their time in Sunnystur class. There are many opportunities to explore a variety of topics and themes suggested by the children. Our rural village location and the beautiful surrounding countryside allows us to plan many of our learning experiences outside where appropriate. Our dedicated wildlife outdoor space for our younger children provides space and facilities for outdoor maths and English and for wider curriculum provision. Children also use our allotment to plant and grow and discover nature. We also provide opportunities for learning to be completed at the nearby nature trail and reservoir where it works within the teaching sequence.

High quality continuous provision and planned ambitious adult led activities ensure that our children are drawn in to the exciting learning opportunities that are available for them. Our highly experienced staff ensure that all children’s needs and requirements are catered for and we ensure that any strengths are built upon and gaps addressed. Communication and language is at the heart of all teaching and learning.

Reception and Year 1 topics 2024 – 2025 Cycle B

Autumn		Spring		Summer	
Why are there so many leaves on the floor?	Who was Rosa Parks and why was she important?	Why do we love to be beside the seaside?	Why would a dinosaur not make a good pet?	Do all plants have roots?	Has Blackpool always looked the same?
This topic explores the great outdoors. Children explore woodland animals and changes that they notice in the autumn, looking at why there are so many leaves on the floor at the end of Autumn. Children collect different coloured leaves to create various art creations. The children will be settling in this half term and learning us	The children will learn and explore all about the story of Rosa Parks and what she did on the bus to kick start the law change. We will act out the story and look at different scenarios of what could have happened on the bus. In order to reflect the segregation, we will use a form of segregation linked to the children e.g. blonde hair and brown hair.	This topic explores the features of the seaside, looking at physical and human features. We will learn about the United Kingdom and then look closely at a seaside town near our school and the features there and whether they are human or physical. Children have opportunities to build/make a feature of the seaside town.	This topic explores Dinosaurs in all shapes and sizes. We will discover a mysterious egg in our outdoor environment. The children will learn about habitats and how they provide for the basic needs of things that live there. We will learn about being to identify and classify different animals, looking at what features make an	We will explore the wonder of all things that live and grow in the garden. This is a great opportunity to explore changes overtime and watch us own flowers and vegetables grow. They get to experience first-hand how to care for living things. Together, we will be developing our growing area. We will be designing,	This is a lovely seaside theme. We will investigate a seaside town and learn all about beaches, cliffs, sand dunes and rock pools. We will learn all about the comparison between Now and Then in Blackpool. The children explore sand and what we can do with it, sand art, mix cement to make a pebble mosaic, sand collage. We will create our own seaside



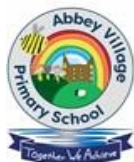
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rules and routines. This term helps us learn all about the children and their likes and dislikes to help us plan exciting and creative areas within the classroom and outdoors.			animals a certain classification e.g scales are a feature of a reptile. We will learn about basic food chains. Eggs are a key focus through this unit and we will hopefully hatch our own chicks or ducklings.	building and planting with the children to create a vegetable patch and sensory garden.	area. WE hope to visit a local seaside town and Sealife Centre.
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EYFS Yearly Overview Cycle B

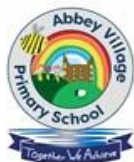
2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Personal, social and emotional	<p>Settling children in</p> <p>Setting up classroom rules and establishing routines - timetable</p> <p>Modelling play, desired behaviour and tidy up routines</p> <p>Building on children's independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others.</p>	<p>Valuing difference. Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping myself safe. Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and responsibilities. Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Being my best. Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Growing and changing. Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>



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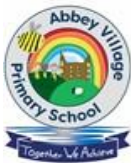
Communication and language	<p>Role play – home corner</p> <p>Small world play</p> <p>Fairies and magical creatures</p> <p>Snack time</p> <p>Helicopter Stories</p> <p>Show and Tell</p> <p>Circle time</p> <p>Key person time</p> <p>Talking and thinking floorbook sessions</p>	<p>Christmas performance</p> <p>Role play – Toy/Elves’ workshop</p> <p>Small world play</p> <p>Woodland animals</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Talking and thinking floorbook sessions</p>	<p>Role play – Lost and Found</p> <p>Small world play</p> <p>Arctic/Antarctica</p> <p>Safari</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Class assembly</p> <p>Talking and thinking floorbook sessions</p>	<p>Role play – Dinosaurs</p> <p>Small world play</p> <p>Bog Baby, amphibians</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Spring music festival</p> <p>Talking and thinking floorbook sessions</p>	<p>Role play – Darden centre</p> <p>Small world play</p> <p>Minibeasts</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Class assembly</p> <p>Talking and thinking floorbook sessions</p>	<p>Summer performance</p> <p>Role play – Seaside café</p> <p>Small world play</p> <p>Rock pools</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Class assembly</p> <p>Talking and thinking floorbook sessions</p>
Physical development	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / parachute</p> <p>Ball skills rolling</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / Dance</p> <p>Ball skills under arm throw</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / Dance</p> <p>Ball skills over arm throw</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Gymnastics</p> <p>Throwing, catching, bouncing</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Gymnastics</p> <p>Ball skills kicking</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Athletics</p> <p>Sports day</p>



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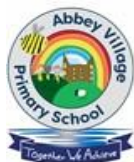
Literacy	<p>Phonics Throughout the year expected progression, some children may be working below or above this progression)</p> <p>Firm Foundations Phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Speaking and Listening Focus</p> <p>Introduce new children. Building children's understanding.</p> <p>Focus on early reading skills.</p> <p>Pencil control and name writing.</p>	<p>Basics 2 Phonics</p> <p>Recognising letter sounds. Oral blending and segmenting cvc words.</p> <p>Reading HF and tricky words.</p> <p>Retelling and sequencing stories, instructions etc.</p> <p>Imperative verbs.</p> <p>Using adjectives to write character descriptions.</p> <p>Writing letters, cards and lists.</p>	<p>Basics 2/3 Phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Reading sentences.</p> <p>Continue a rhyming string.</p> <p>Exploring features of a non-fiction book.</p> <p>Understanding that information can be found in books and on the internet. Non-fiction writing linked to theme</p>	<p>Basics 3 phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Constructing sentences.</p> <p>Writing a</p> <p>Recount of something we have done</p> <p>Practice writing sentences and the features that need to be included.</p>	<p>Basics 3/4 Phonics</p> <p>Recognising letter sounds.</p> <p>Oral blending and segmenting cvc, CVCC, CCVC and cvcc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Constructing sentences using conjunctions.</p> <p>Children to write a character description of Hattie Peck, being able to identify her thoughts and feelings within the story.</p> <p>Children to identify rhyme in poems and be able to perform a well known poem.</p>	<p>Basics 4 phonics</p> <p>Recognising letter sounds. Oral blending and segmenting cvc and ccvc words and polysyllabic words</p> <p>Reading and writing HF and tricky words. Constructing sentences using conjunctions.</p> <p>Writing a story from their recall of the story Goldilocks and the three bears, children to draw a picture and write a sentence to describe the events of the story. Children create their own healthy food recipes, for their peers to follow and make..</p>
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Mathematics	<p>Numberland Focus (Autumn 1/2)</p> <p>Numberland is a place where the numbers live. Each number is introduced and explored in different ways each week through a variety of questions and tasks.</p> <p>Numbers 1-10.</p> <p>Key elements of learning through Numberland:</p> <p>Rote Counting</p> <p>Rote count from 1</p> <p>Rote counts on from a given number between 1 and 10</p> <p>Rote count back from a</p>	<p>Counting and Comparing</p> <p>Identify quantities of an object up to 5- in a dice or domino arrangement</p> <p>Identify (up to 10 objects) whether a group has more/greater or fewer/less without counting</p> <p>Compare 3 groups of the same object by matching objects together.</p> <p>Compare 3 group by counting the objects</p> <p>Partitioning and Understanding Part-Whole</p> <p>Partition a whole set of objects</p>	<p>Addition</p> <p>Know that 1 more is found by adding 1 object to an existing group of objects.</p> <p>Recognise that 1 more is the next number in the counting sequence (when counting in 1s).</p> <p>Know that 2 more is found by adding 2 objects to an existing group of objects.</p> <p>Combine 2 groups of objects (total up to 5) recalling how many</p>	<p>Counting, Comparing and Ordering</p> <p>Rote count on and back from one number to another within 20, starting and stopping at the correct place.</p> <p>Rote count beyond 20 recognising the pattern in the 1s.</p> <p>Say the number between 2 given numbers (within 20) e.g. what is the number between 12 and 14?</p> <p>Say a number between 2 given numbers (within 20) e.g. tell me a number between 4 and 8.</p> <p>Count up to 20 pictures without marking using a strategy such as</p>	<p>Time</p> <p>Talk about significant times of the day.</p> <p>Sequence 2/3 familiar events and describe the sequence.</p> <p>Know the names of the days of the week- say them in order.</p> <p>Use the language of comparison when talking about time e.g longer/shorter/faster/slower.</p> <p>Understand that longer refers to an event that takes more time and shorter refers to an event that takes less time.</p> <p>Understand that we can compare speeds using words such as faster</p>
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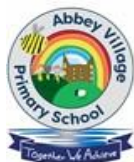
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<p>given number between 0 and 10 Know what number comes before and after a given number Say a number between two given numbers</p> <p>Counting Objects Understand that counting is to find out how many if you don't already know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent 'none' Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal Order three or more sets of objects State without counting (subitise) quantities within 5 Make a sensible guess of quantities within 10</p> <p>Shape Know that shapes can appear in different ways and be different sizes Name common 2-D shapes (circle, triangle, square, rectangle, oblong rectangle)</p>	<p>into 2 groups, drawing a picture to represent this. Partition a whole set of objects between 2 groups (up to 10)- how many different ways can this be done?</p> <p>Understanding 'Teens' Numbers Count up to 20 objects- moving each as they are counted. Arranging the numbers into 10 plus the rest e.g. 12 is a group of 10 plus a group of 2. Select the numeral to match the amounts, in order, up to 20.</p> <p>Distance (length, height, width) Compare the length and height of 2 items using direct comparison- using the terms longer, shorter, wider, narrower, and taller. Order a set of 3 items from longest to shortest and tallest and shortest and widest and narrowest. Use non-standard units to measure width, length, and height- recognizing different results for the same item. Understand that the length/height/width of an object can be represented by a number.</p> <p>Mass/Weight and Capacity/Volume Explore what happens when 2 objects are placed on each side of the balance scale. Understand that if the balance scale is level the objects being</p>	<p>there are in total using addition facts. Combine 2 groups of objects (total up to 10) counting how many there are. In practical situations understand that when 2 parts are combined, they make a whole.</p> <p>Subtraction Know that 1 fewer is found by removing/taking away 1 object from an existing group. Recognise that 1 less is the next number in the counting sequence when counting back (in 1s). Know that 2 fewer is found by removing/taking away 2 objects from an existing group. Subtract a single digit number up to 10 by removing a given amount from a greater set, up to 5 recalling how many left using subtraction facts and up to 10 counting to identify how many are left.</p> <p>Halving and Doubling Understand that when an object (that can be cut) has been shared equally between two, both parts are the same.</p>	<p>starting at one side- ensuring all pictures are included and none are counted more than once. State without counting (subitise) quantities within 5. Make a sensible guess of quantities within 10. Order 3 or more sets of objects. Order numbers 0-20. Order a random set of numerals within the range 0-20.</p> <p>Understanding Part-Whole with Addition and Subtraction Identify 1 or 2 more/less than a given number. Understand that 'teen' numbers (11-19) are a group of 10 plus another number, using part-part whole language. Understand that 20 is the same as 2 groups of 10. Partition a set of objects in different ways using the terminology part-part whole. Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-whole. Place each of two amounts on separate ten frames and explore how they can be combined to find the total. Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-whole. Remove a given amount from a</p>	<p>and slower.</p> <p>Space Understand and use the terms first, second, third, fourth, fifth etc. to describe the position in a line. Understand and use the full range of ordinal numbers. Create a repeating pattern from a given description e.g. make me a pattern that is circle, square, circle, square... Identify and describe the part of a pattern being repeated. Describe and recognise patterns made of objects, numbers, and shapes. Create patterns made of objects, numbers, and shapes. Understand and use positional language in everyday situations. Understand and use the language of movement/direction. Use the terms forwards, backwards, up, down and turn.</p> <p>Money and Sorting Understand that money can be in the form of coins or notes. Understand that money can be paid in other ways such as card, phone or using the internet. Use 1p coins to pay for objects with prices up to 20p.</p> <p>Number Sense Say a number between 2 given numbers within 10 e.g. tell me a number between 4 and 8. Recognise repeating patterns in the counting sequence e.g. 6,7,8,9 and 16,17,18,19 and 26,27,28,29. Find a numeral between 2 given numerals e.g. 11 and 17.</p>
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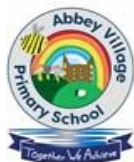
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<p>Talk about shapes using mathematical language (straight, curved, sides, flat)</p> <p>Number sense Partition a set of objects in different ways using the terminology part-part-whole</p> <p>Number Recognition Recognise and identify numerals 1-10 Select the numeral that represents a set of objects Order numerals 0-10</p> <p>Number graphics Represent amounts in their own ways, explaining what they mean Represent and explain their thinking in their own ways Write numerals 0 to 10</p> <p>Calculating Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-part-whole Relate subtraction to addition in practical situations using the terminology part-part-whole Identify one more and one less than a given number</p>	<p>compared are equal in mass/weight. Understand that the lower side of the balance scale contains the heavier object, and the higher side contains the lighter object. Understand that the mass/weight/capacity of an object can be represented by a number. Understand that to measure the mass/weight of an object using balance scale the object should be placed on one side and then count items placed onto the other side until the balance is level. Understand volume refers to how much liquid is in a container. Understand capacity refers to how much a container can hold when it is full. Use the terms full, empty, nearly full and nearly empty to describe volume/capacity. Compare the volumes of 2 of the same containers holding different amounts, using the terms more or less. Order a set of 3 identical containers from most full to least full. Understand that to measure the capacity of a container it needs to be filled by repeatedly using the same sized smaller container.</p> <p>Shape and Sorting Recognise and name a: circle,</p>	<p>Understand that when an amount has been shared equally between two, both parts are the same. Recognise by counting whether an amount has been shared equally between 2 or not. In real life contexts, use practical equipment to identify double of numbers up to 5. Understand that doubling is adding the same number to itself. Automatically recall double facts up to double 5.</p> <p>Number Sense Use number equipment e.g. ten frames with counters to create of group of 10 plus another group. Use number equipment e.g. ten frames with counters to represent the full counting sequence from 1 to 20. Understand and partition the numbers 11 to 19 as 10 and 1 etc.</p> <p>Addition and Subtraction Find 1 and 2 more than a given number within 10. Find 1 and 2 fewer/less than a given number within 10.</p>	<p>greater set (with a whole up to 20) counting to identify how many are left. Relate subtraction to addition in practical situations using the terminology part – whole.</p> <p>Fractions In real life contexts, use practical equipment and equal sharing to find one half of an even number of objects. Understand that halving is sharing (dividing) into 2 equal parts. Understand that doubling is adding the same number to itself (practical context). Solve practical problems that involve doubling, halving, and sharing. Explore and represent the patterns in odd and even numbers. Understand that a number that can be shared into two equal whole number parts is called ‘even’. Understand that a number that cannot be shared into two equal whole number parts is called ‘odd’.</p> <p>Distance and Mass/Weight Recap comparing objects in terms of length and weight- using the terms longer, shorter, heavier, and lighter. Use uniform non-standard units to measure length/width/height.</p> <p>Capacity/Volume and Money Understand and use the language of comparison when ordering 3 of the same containers holding different amounts e.g., most/least.</p>	<p>Count up to 20 pictures without marking, ensuring that all pictures are included and that none have been counted more than once, using a strategy such as starting at one side. Understand that ‘teen’ numbers are a group of 10 plus, another number. Understand 20 is the same as two groups of 10. Partition a set of objects in different ways using the terminology part – whole Order three or more sets of objects.</p> <p>Addition and Subtraction Identify 1 or 2 more/less than a given number. Understand that ‘teen’ numbers (11-19) are a group of 10 plus another number, using part-part whole language. Understand that 20 is the same as 2 groups of 10. Partition a set of objects in different ways using the terminology part-part whole. Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-whole. Place each of two amounts on separate ten frames and explore how they can be combined to find the total. Understand the concept of subtraction by practically removing one amount from within</p>
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	<p>Identify two more and two less than a given number</p> <p>Add two single-digit numbers totaling up to 10, using practical equipment</p> <p>Subtract a single-digit number from a number up to 10, using practical equipment</p>	<p>square rectangle, oblong rectangle, triangle, cube, cuboid, and sphere.</p> <p>To identify the shapes from a wider selection of shapes.</p> <p>To say what is the same about a given group of shapes.</p> <p>To build and make models with 3-D shapes.</p> <p>Continue a repeating pattern.</p> <p>Create a repeating pattern from a given description e.g. make a pattern that is circle, square rectangle, circle, square rectangle.</p>	<p>Understand that if a number is added to another and then the same number is then taken away from this total, the result is the original number.</p> <p>In practical situations, understand that when 2 parts are combined, they make a whole- label the parts and the whole.</p> <p>In practical situations, understand that when 1 part is removed from the whole it leaves another part- label the parts and the whole.</p>	<p>Use uniform non-standard units to measure capacity.</p> <p>Count up to 20 objects (1p coins) to match a given numeral.</p> <p>Shape and Sorting</p> <p>Name common 2-D and 3-D shapes.</p> <p>When given one criterion, identify the objects that match.</p> <p>Sort the shapes according to their own criteria.</p> <p>Find pairs of 2-D and 3-D shapes that are the same despite being different in size/orientation.</p> <p>Know that shapes can appear in different ways and be different sizes.</p>	<p>another to find how many are left and use the terminology part – whole.</p> <p>Remove a given amount from a greater set (with a whole up to 20) counting to identify how many are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part – whole.</p>
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Understanding the World	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Learning that we are all different in our school, but that we are all special Looking at where I live My journey to school Caring for my environment Signs of Autumn The children will be introduced to the computer and begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories and songs through the use of the computer. E-Safety Gain a sense of time and the past, Christmas through the ages.</p>		<p>Knowing some ways to keep safe. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Talk about their impact on the natural world. Learning that we all enjoy different activities and that's what makes us unique. Signs of Spring Observing plants, animals and living / decaying things. Begin to learn about the wider world and places beyond our country. Explore the wonder of the natural world and observe changes over time, chicks or ducklings. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p>		<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges Signs of Summer A range of ICT equipment will be used through focused activities and independent play. The children will continue to develop their skills using the interactive whiteboard, listening station and electronic toys. Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles.</p>	
	Expressive art and design	<p>Portrait painting, mixing skin colours Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose. Explore colour mixing. Diwali lamps. Digitally manipulate images of self.</p>	<p>Firework pictures and models. use a range of materials including wood to make things. Music and movement. Create salt dough and make impressions. Leaf rubbings Christmas food. Plan a party with decorations. Design an advent calendar</p>	<p>Explore paint, mixing colours, adding texture to paint, using powder paint. Free exploration of junk resources. Accessing resources independently and safely Create own music and movement phrases</p>	<p>Easter activities Hammered flower press Whittling Free exploration of junk resources. Accessing resources independently and safely</p>	<p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Design a minibeast Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>



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Religious education	Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas Why Jesus is believed to be a special baby	New life Chinese New year Shrove Tuesday Easter Mother's Day	Birthdays- Growth and transition Father's day Eid
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