


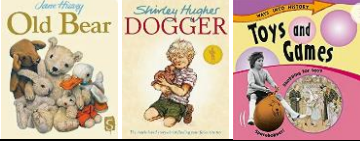




The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS. Most of the children's learning experiences are through play and an active involvement in the Curriculum	Theme	Autumn - Discovers		Spring - Explorers		Summer - Creators		
	Enquiry question	What do I know about my past?		How is Fritchley different to the polar regions?		What can we make with clay?		
	Project	Our Lives		Polar Regions		David Nash (British Sculptor) - Clay work		
	Topic Texts							
	Hook	Photo Gallery – staff as young children		Role play - An Igloo		Yorkshire Sculpture Park visit		
	Enrichment	Cookery: baking gingerbread men		Go on a winter/frosty walk around the school grounds – take photographs of frosty areas/ice on path/spider webs etc		Whole school Yorkshire Sculpture Park visit		
	Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.						
		Sharing photos and speaking about their families. Settling in activities and carpet times. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Sing rhymes and look at picture books. Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills.		Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions. To learn and talk about modes of transportation.		Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end.		
	Literacy	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Explaining the stories, they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Can draw pictures of characters/ event /setting in a story.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions.	
		Talk 4 Writing – click here for EYFS overview						
	Phonics – click here for information on Little Wandle							
Nursery Maths	Number names to 5 1-1 correspondence to 3. Counting irregular arrangements. Count out from a larger group to 3. Subitising to 3. Match number 1 2 3 to correct amounts. Recognise that amounts don’t change if it has just been rearranged to 3. Exploring patterns. Exploring shapes and arrangements.	Recognise groups with more and less objects – use language more than, fewer than to 3. Recognise when two or more groups have the same number of things to 3. Compare two amounts that are close in size. Compare two amounts that are further away in size. Exploring patterns. Exploring shapes and arrangements. Exploring size and comparisons.	Number names to 10. 1-1 Correspondence to 5. Recognise smaller numbers in bigger groups. Counting back from 5. Children need opportunities to explore a range of ways to partition a whole number – making a total. Explore how numbers can be partitioned in different ways. Recall number bonds to 3. Select and manipulate Shapes. Compose and decompose shapes. Understand position through words alone. Select shapes appropriately and combine shapes to make new ones.	Number names to 10. 1-1 correspondence to 3. Counting irregular arrangements. Count out from a larger group to 3. Subitising to 3. Match number 1 2 3 to correct amounts. Recognise that amounts don’t change if it has just been rearranged to 3. Recognise one more one less than to 3.	Number Names to 20. 1-1 Correspondence to 5. Counting irregular arrangements. Count out from a larger group to 5. Subitising to 5. Match number 1 2 3 to correct amounts. Recognise that amounts don’t change if it has just been rearranged to 5. Recognise one more one less than up to 5. Select shapes appropriately and combine shapes to make new ones. Notice repeating patterns. Extend and create an abab pattern. Begin to describe a sequence of events. Make comparisons between objects relating to size, length, weight and Capacity.	Number Names to 20. 1-2 Correspondence to 5. Counting irregular arrangements. Count out from a larger group to 5. Subitising to 5. Match number 1 2 3 to correct amounts. Recognise that amounts don’t change if it has just been rearranged to 5. Recognise one more one less than to 5. Notice repeating patterns. Extend and create an abab pattern. Begin to describe a sequence of events. Make comparisons between objects relating to size, length, weight and capacity.		

	Reception Maths	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
	Expressive Arts and Design	<p>Creating with Materials: Use different materials to create a self-portrait. Build models using construction equipment.</p> <p>Being Imaginative and Expressive: Charanga - My Stories- Can you move to the music? Role-play - Home setting, Santa’s Workshop.</p>	<p>Creating with Materials: Seafood tasting – different types of fish. Arctic landscape pictures, winter pictures, snowflakes Small world - arctic explorer.</p> <p>Being Imaginative and Expressive: Charanga - Our World - Can you search out a steady pulse to move to? Role-play – Arctic (fishing, igloo, warm clothes), Vegetable shop</p>	<p>Creating with Materials: Clay work skills To know the different uses and purposes of a range of media and materials.</p> <p>Being Imaginative and Expressive: Charanga - Big Bear Funk - What is funk music? Reflect, Rewind and Replay Role-play – Garden Centre, Artist Studio</p>
	Understanding the World	<p>Past and Present: How have our lives changed over time? Their past and their life as a baby. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>People, Culture and Communities: Talk about members of their immediate family and community. Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. <i>RE</i> - Which stories are special and why? Why do Christians perform Nativity plays at Christmas?</p> <p>The Natural World: Forest Friend sessions – exploring the local environment. Nocturnal animals – making sense of habitats. Which animals are nocturnal? Observe changes in the weather. The human body – facial features, parts of the body, the senses, our skeleton.</p>	<p>Past and Present: Use the language of time when talking about past/present events in their own lives and in the lives of others, including people they have learnt about through books. Ernest Shackleton the explorer; The South Pole, the challenges of his journey.</p> <p>People, Culture and Communities: Talk about features of the school environment, using visual representations. Map out a route around school. Where are the Polar Regions? Recognise some environments that are different to the ones we live in, e.g. Antarctica. <i>RE</i> - What places are special and why? Why do Christians put a cross in the Easter garden?</p> <p>The Natural World: Forest Friend sessions – exploring the local environment. Create opportunities to discuss how we care for the natural world around us. Changing states of matter – frost, water to ice. What happens when it is warm? Why can we see our breaths when it is cold?</p>	<p>Past and Present: To begin to understand that things happened a really long time ago. To begin to understand that things change over time.</p> <p>People, Culture and Communities: Use technology, e.g. a Beebots. Begin to show spatial awareness. <i>RE</i> - What is special about our world? Being special: Where do we belong?</p> <p>The Natural World: Forest Friend sessions – exploring the local environment. Where is the best place for a plant to grow? (investigation)</p>

Physical Development	Gross Motor: Athletics, Dance – AVSSP Draw lines and circles using gross motor movements. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.		Gross Motor: Fitness (Dodgeball), Gymnastics – AVSSP Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities.		Gross Motor: Striking and Fielding & Fundamentals – AVSSP Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	
	Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.		Fine Motor: Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.		Fine Motor: Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	
Personal, Social and Emotional Development	Managing Self: Being me in my World. See themselves as a valuable individual. Class Rule Rules and Routines. Supporting children to build relationships.	Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, and tidy up after ourselves and so on.	Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, and tidy up after ourselves and so on.	Managing Self: How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Managing Self: Taking part in sports day. Winning and losing. Changing me - Look how far I've come!
	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. 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.					
	* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					
Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.						

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	Enquiry question	Which toys did your grandparents play with?	Where can we go on our next adventure?	Let's explore colour?		
	Project	Toys and Games	Country: China	Artist: Piet Mondrian		
	Topic Texts					
	Hook	Old toys to explore & investigate	Chinese Dragon Dance and Costume – Investigate and Explore	Art day – exploring colour		
	Enrichment	Visit to the Toy museum	Investigating Chinese food	Large painting - floor		
	Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, PSHE sessions, story sessions, singing, Nativity production, speech and language interventions and worship.				
	Settling in activities and carpet times. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Sing rhymes and look at picture books. Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions. To learn and talk about modes of transportation.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end.			
Literacy	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Explaining the stories, they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Can draw pictures of characters/ event /setting in a story.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions.
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<p>Reception</p> <p>Maths – Mastering Number NCETM</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, • make different arrangements of numbers within 5 and talk about what they can see, • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
<p>Expressive Arts and Design</p>	<p>Creating with Materials: Firework pictures and models Creating Sock Puppets Autumn pictures. Mixing colours and exploring textures. Firework pictures and rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards.</p>	<p>Creating with Materials: Cooking - Spring rolls Making Chinese Lanterns. Creating winter pictures and scenes. Create instruments from other countries – Chinese rattle drum.</p>	<p>Creating with Materials: To colour ... (colour & senses) Painting in the style of Piet Mondrian Making symmetrical butterflies Drawing in sketchbooks, know how to mix colours. Painting characters from stories.</p>
<p>Being Imaginative and Expressive:</p>	<p>Singing songs and learning some familiar songs – Harvest & Christmas songs. Puppet shows Performing the Nativity Role-play – home corner Small world play Charanga - Me - How many nursery rhymes do you know?</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter & Easter. Chinese New Year songs. Joining in with role play games and use resources available for props; Explore instruments from other countries – Chinese rattle drum. Charanga - Everyone - Can you find ways to find the pulse?</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Charanga - Big Bear Funk - What is funk music?</p>
<p>Understanding the World</p>	<p>Past and Present: Toys and games from the past Links to festivals: Bonfire night, Diwali, Xmas Talk about members of their immediate family and community. Role play – Home setting & Christmas home scene.</p>	<p>Past and Present: Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p>	<p>Past and Present: Compare characters from stories, figures/characters from the past</p>
<p>People, Culture and Communities:</p>	<p>Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit. <i>Religious Education</i> - Why is the word ‘God’ so important to Christians? What times are special and why? (Christmas)</p>	<p>People, Culture and Communities: Comparing China to United Kingdom. Exploring Chinese New Year. Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water? Celebrating our differences. Significant cultural events: Pancake Day, Easter. Mother’s Day Role-play – Travel agents & Chinese Restaurant <i>Religious Education</i> - What times are special and why? (Holi) What times are special and why? (Easter)</p>	<p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>Religious Education</i> - Which people are special and why? Being special: Where do we belong?</p>

	The Natural World: Seasons – Autumn – differences and changes over time – weather, animals and plants. Forest Friend sessions – exploring the local environment.		The Natural World: Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Forest Friend sessions – exploring the local environment.		The Natural World: Seasons – Spring – differences and changes over time – weather, animals and plants. Forest Friend sessions – exploring the local environment. Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after caterpillars. Life cycle of a caterpillar/butterfly/frog	
Physical Development	Gross Motor: Athletics, Invasion Games (Handball) - AVSSP Draw lines and circles using gross motor movements. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.		Gross Motor: Fitness (Dodgeball), Gymnastics - AVSSP Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music.		Gross Motor: Net & Wall, Fundamentals (Football) - AVSSP Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	
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