



Lutton St Nicholas Primary Academy

EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My world Foci: PSED/CLL/ UW <i>All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</i>	Celebrations Foci: UW/EAD <i>Diversity and Cultures, celebrations including Diwali, Christmas, Bonfire Night</i>	Exploration Foci: UW/ EAD/ PSED <i>Exploring different faiths, Exploring the world around us, Follow Geography mapping links.</i>	Amazing Animals Foci: UW <i>Pets, farms, moving onto jungle animals. Incorporating animal body parts, habitats, animal care and animals that help us.</i>	Grow Foci: UW/PD <i>Growing our own food, 'Ready, Steady, Cook'. From growing to the plate (enterprise opportunity). Being healthy, eating and being active including sports. Plants and flowers, lifecycles, Minibeasts.</i>	Once Upon a Time Foci: CLL/EAD <i>Fairy Tales and Nursery Rhymes to include Kings and Queens and where they live (castles)</i>
<i>(suggested)</i> Text Links used for Literacy and Provision	<ul style="list-style-type: none"> Kipper's Birthday Owl Babies Pumpkin Soup 	<ul style="list-style-type: none"> Billy Goats Gruff The Jolly Christmas Postman The best Diwali ever 	<ul style="list-style-type: none"> The Gruffalo Whatever next We're going on a Bear Hunt 	<ul style="list-style-type: none"> The Little Red Hen Dear Zoo Handa's Surprise 	<ul style="list-style-type: none"> The Enormous Turnip Jack and the Beanstalk The Hungry Caterpillar 	<ul style="list-style-type: none"> The Gingerbread Man Paddington at the Palace
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						
Listening, Attention and Understanding	<ul style="list-style-type: none"> Follow a 1 step instruction Set and understand the class rules Begin to sing familiar songs. Begin to listen to short stories Begin to pay attention to more than one thing at a time 	<ul style="list-style-type: none"> Develop listening behaviours (carpet time rules) Can follow instructions involving more than one part. Follow instructions involving more than 1 step. Join in with songs and rhymes familiar me Listen and respond to what they hear with comments and actions when being read to. During whole class discussions and small group interactions 	<ul style="list-style-type: none"> Engage in story times by responding to what I have heard. Can listen attentively in a range of situations Listen carefully to stories and make relevant comments and predict events. ORACY embedded in talk time situations (turn to your partner, 1 talks/1 listens) Listen carefully to rhymes and songs 	<ul style="list-style-type: none"> Engage in non-fiction books and poetry as well as new stories Can follow a multi-step instruction Can listen carefully to rhymes and songs paying attention to how they sound Can return to an activity after a break/interruption or to make improvements Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or 	<ul style="list-style-type: none"> Can listen to familiar and new stories, non-fiction and poetry to build understanding Can learn and sing new songs. Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Able to ask how and why questions 	<ul style="list-style-type: none"> Can identify rhyme and feeling e.g. sadness/humour in a book/song/rhyme Can give facts about a specified subject based on what I have heard Can respond to something I have heard with questions or comments to clarify meaning.



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		begin to make comments about what they have heard.		actions. • Understanding how and why questions.		
We will achieve this by supporting the children to:		<ul style="list-style-type: none"> • Enjoy listening attentively to stories. • Know when it is appropriate to speak and to listen in a two-way conversation. • Show an understanding of new vocabulary and use it within their play. • Listen to and follow instructions and routines confidently. 				
Speaking	<ul style="list-style-type: none"> • Can talk about myself and others (important to me) • Can use up to 6 words in a sentence • Can use future and past tense when modelled • Can answer a simple question including about a book I have heard • ORACY skills introduced/modelled – looking at partner, taking turns to speak, speaking clearly, thinking before speaking 	<ul style="list-style-type: none"> • Can make simple comments about my observations. • Can describe events simply using some past tense • Can state how I feel • Can start to share my ideas and ask questions with familiar adults • Can make simple comments about a book • Taking turns when listening and speaking • Begin to offer their own ideas, using recently introduced vocabulary. • Begin to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> • Can use social phrases during daily routines e.g. snack time and when interacting with others • Can make comments/answer questions linked to what I have heard • Can respond to stories by asking questions and saying what I think • Can speak in clear sentences that have been modelled. • Can share my ideas with a familiar adult • Can answer a question using a conjunction e.g. 'because..., so...' • Use new vocabulary introduced from stories, non-fiction, rhymes and poems throughout the day • Builds up vocabulary that reflects the breadth of personal experiences • Can retell a simple past event in the correct order. 	<ul style="list-style-type: none"> • Can describe events in detail using past tense • Can connect one idea to another using common connectives • Can think out loud and suggest ways to solve a problem. • Use new vocabulary throughout the day • Uses talk to connect ideas, explain what is happening and anticipate future events and reflect on past events • Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> • Can say how things work and how things might happen • Can retell a story drawing on language from the story – beginning, middle, end. • Can speak in clear sentences in every day talk – using past, present and future tenses • Can begin to say how a book/poem/information makes me feel • Continue to apply their new vocabulary and previously taught vocabulary throughout the day • Able to ask how and why questions • Re-tell a story using repetition and words from a known text. • Begin to talk about non-fiction texts and what they found out 	<ul style="list-style-type: none"> • Can confidently use new vocabulary throughout the day in different contexts • Can use a range of conjunctions in my sentences • Can articulate ideas and thoughts in well-formed sentences, expressing my feelings • Can make comments about a book that I have read and answer questions about it. • Can engage in lengthy conversations with adults and peers, staying on topic and using ORACY skills learnt previously – whole class. • Can ask questions to find out more information/clarify understanding. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
We will achieve this by supporting the children to:		<ul style="list-style-type: none"> • Access modelled new vocabulary accurately daily. This will be revisited through planned learning opportunities. • Draw out new words from stories, poems, themes and songs. Exploring, explaining and contextualising them. • Share a range of quality texts with a skilled story reader. • Engage in opportunities for them to rehearse verbal responses with talk partners. • Understand that talk can be different within different contexts. (Assembly/ playground etc.) 				



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Personal, Social and Emotional Development

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 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>Self- Regulation</p>	<ul style="list-style-type: none"> • Can name simple feelings • Can begin to join in with whole group activities. • Can begin to follow simple (one step) instructions. • Comes into school happily 	<ul style="list-style-type: none"> • Can name simple feelings and begin to relate them to myself • Can recognise what I am good at when it is highlighted • Can listen more consistently during adult focus time (small group) • Can follow simple instructions with two parts confidently • Can wait for an adult for a short time 	<ul style="list-style-type: none"> • Can name simple feelings and relate them to others • Can say what I am good at independently • Can listen more consistently during adult focus time (whole class) 	<ul style="list-style-type: none"> • Begin to show an ability to follow instructions involving several ideas or actions. • Can identify and talk about a range of feelings – own and others. • Can say what I am good at and what I would like to improve. • Can work to achieve a goal with some support • Can listen and respond to an adult familiar to me • Can wait for an adult for an extended time 	<ul style="list-style-type: none"> • Can wait for my needs to be met • Can talk about myself positively (interests and what I am good at) • Can set a simple goal and meet it • Can listen and respond to an adult not familiar to me 	<ul style="list-style-type: none"> • Can say how I am feeling using more complex words and how others are feeling and why. • Can show understanding of feelings by adapting my behaviour • Can set a challenging goal and work to meet it. • Working towards achieving our school values – REACH
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> • Know that we are consistent in our approach to rules and expectations. • Make appropriate behaviour choices. This will be explicitly modelled by adults. • Discuss our emotions and how to manage them • Recognise their own emotions. (Circle Time/ Collective worship/ Jigsaw). • Have high expectations for their own behaviour for learning. • Value and celebrating good behaviour choices. 					
<p>Managing Self</p>	<ul style="list-style-type: none"> • Can name simple feelings • Can begin to join in with whole group activities. • Can begin to follow simple (one step) instructions. 	<ul style="list-style-type: none"> • Can name simple feelings and begin to relate them to myself • Can recognise what I am good at when it is highlighted • Can listen more consistently during adult focus time (small group) • Can follow simple instructions confidently • Can wait for an adult for a short time 	<ul style="list-style-type: none"> • Can name simple feelings and relate them to others • Can say what I am good at independently • Can listen more consistently during adult focus time (whole class) 	<ul style="list-style-type: none"> • Can identify and talk about a range of feelings – own and others. • Can follow instructions with two or more parts. • Can say what I am good at and what I would like to improve. • Can work to achieve a goal with some support • Can listen and respond to an adult familiar to me • Can wait for an adult for an extended time 	<ul style="list-style-type: none"> • Can recite class rules and say why they are in place. • Can manage all of my own basic hygiene needs and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Can show resilience and perseverance when things are difficult 	<ul style="list-style-type: none"> • Can explain what a healthy lifestyle is and why it is important • Understand the importance of a healthy lifestyle. • Can stay on task and focused even when challenges occur • Can behave according to the rules in different situations • Can reflect on my work and adapt/reflect on it, saying what I would do differently next time.



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						<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> Learn through the modelling and supervising of basic hygiene routines daily. Discuss the importance of teeth brushing, cleanliness, a healthy diet. Understand how to respond to challenging situations positively. This will be modelled by the adults in the setting. Access scaffolded self-management steps for children who need this. (Using Step Diagrams for using the toilet etc.) 					
<p>Building Relationships</p>	<ul style="list-style-type: none"> Can play alongside others sharing occasionally Can demonstrate some friendly behaviour. 	<ul style="list-style-type: none"> Can begin to take turns and share when playing with others Can say how to be a good friend 	<ul style="list-style-type: none"> Can begin to form some special friendships Can take turns and share Can begin to use words to help solve a conflict Can identify ways of being helpful to others Can use kind words to encourage people 	<ul style="list-style-type: none"> Can listen to and respond to my friends positively Can understand that people need help and how to help them and how this will make them feel. 	<ul style="list-style-type: none"> Can work with a range of others cooperatively in a group or one to one Can adapt my behaviour as a reflection of others feelings Can independently resolve a conflict with my words and actions 	<ul style="list-style-type: none"> Can identify my needs/feelings and share these and I am sensitive to the needs of others. Can form good/positive relationships with adults around school (familiar and unfamiliar) Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> Work with adults who have high expectations for learning behaviours. Work with adults who learn alongside the children to find out about them as individuals and to tell them about you. Work with adults who use praise positive actions and words. Have time to be listened to! Work with adults who make some learning bespoke to "hook" reluctant learners and meet their needs through interest. Know that there is consistency of approach across our school in terms of learning behaviours. 					
<p>Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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>						
<p>Gross Motor</p>	<ul style="list-style-type: none"> Can use climbing equipment and climb stairs using alternative feet. Can develop movement using age 	<ul style="list-style-type: none"> Can use climbing equipment safely and competently Demonstrate developing strength, balance and 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with some consideration for themselves. Demonstrate improving strength, balance and 	<ul style="list-style-type: none"> Able to balance and show coordination using the PE equipment and outdoor equipment Can refine fundamental movements (PE and outdoor) e.g. rolling, 	<ul style="list-style-type: none"> Can combine different movements with ease and fluency Can explain the importance of a healthy lifestyle including oral hygiene. 	<ul style="list-style-type: none"> Can show good control and co-ordination in large and small movements. Can travel around space and obstacles with purposeful



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	<p>appropriate bikes/scooters etc.</p> <ul style="list-style-type: none"> • Can manage large items with support • Can begin to negotiate space effectively. • Can begin to line up and queue 	<p>coordination when playing.</p> <ul style="list-style-type: none"> • Can use different ways of moving (PE/outdoor) e.g. rolling, crawling, jumping, skipping, hopping, climbing etc... • Able to sit at a table or on the floor with developing posture • Can show awareness of space 	<p>coordination when playing.</p> <ul style="list-style-type: none"> • Aware of good practice with regard to exercise, eating, sleeping and hygiene. • Can throw, kick and catch a large ball • Can line up and queue 	<p>crawling, jumping, skipping, hopping, climbing etc...</p> <ul style="list-style-type: none"> • Can successfully negotiate space • Can use good posture when sitting at a table or on the floor 	<ul style="list-style-type: none"> • Can manage large items with my peers and on my own. • Can throw, kick and catch a smaller ball 	<p>movements and control</p> <ul style="list-style-type: none"> • Can throw, kick and catch a smaller ball accurately • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Physical Education	Fundamentals / Introduction to PE: Unit 1	Games: 1	Gymnastics: Unit 2	Dance: Unit 2	Ball Skills: Unit 2	Games: Unit 2
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> • Enjoy being healthy and strong and active. • Know how we can keep our bodies healthy and well. • Show core strength, balance and co-ordination when playing. • Move energetically, confidently and safely in a variety of different ways such as running, jumping, dancing, climbing. 					
Fine Motor	<ul style="list-style-type: none"> • Can develop my upper arm and shoulder strength through indoor and outdoor activities • Can show a preference for a dominant hand. • Able to mark make/draw a picture • Begin to use a fork to eat • Can put coat on independently 	<ul style="list-style-type: none"> • Can show good pencil control when mark making and drawing • Can begin to use anticlockwise movement and retrace vertical lines. • Can use a fork • Can zip up their coat • Beginning to form set 1 sounds 	<ul style="list-style-type: none"> • Can form recognisable letters which are formed mostly correctly. • Can begin to use a knife and other one handed equipment 	<ul style="list-style-type: none"> • Can handle tools, objects, construction and malleable materials safely and with increasing control. • Can sit at a table correctly to write • Can hold a pencil using a developing tripod grip • Can use scissors independently • Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 	<ul style="list-style-type: none"> • Can use a pencil effectively to form recognisable letters accurately. • Can use a knife and fork at mealtimes • Can use scissors to cut out a variety of shapes and lines • Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 	<ul style="list-style-type: none"> • Can use a range of tools accurately and safely and to explain how and why. • Can use a successfully tripod grip to write letters which are correctly formed. • Continue to practise the correct formation of the letters of the alphabet and numerals 0-9



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We will achieve this by supporting the children to:	<ul style="list-style-type: none"> Use pencils for drawing and writing. Use paintbrushes for creative and expressive activities. Utilise a range of outdoor tools for making and building. (Bungees, screwdrivers, hammers, pegs etc.) Safely use scissors for cutting and making, art and design. Effectively use cutlery for eating and cooking.
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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).

Comprehension	<ul style="list-style-type: none"> Can begin to listen to short stories, rhymes and poems Beginning to join in with rhymes Can say whether I liked a story Can begin to recall some characters from stories read to them 	<ul style="list-style-type: none"> Can name the main character in a story Can join in with rhymes and poems Demonstrate some understanding of what has been read to them by using their own words Anticipate – where appropriate – what might happen next in stories. Begin to use and understand recently introduced vocabulary during discussions about stories, and during role-play. 	<ul style="list-style-type: none"> Can listen to stories/non-fiction books Beginning to anticipate what may happen next. Can talk about a favourite book/story 	<ul style="list-style-type: none"> Can retell familiar stories in my own words using phrases from the book Can recall fact that I have learnt in a non-fiction book Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> Can answer simple questions about what I have read Demonstrate understanding of what has been read to them by retelling key parts of stories and narratives using their own words. Anticipate – where appropriate – key events in stories. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories and explain why. Can answer questions about what I have read and relate it to events in the story. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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We will achieve this by supporting the children to:	<ul style="list-style-type: none"> Follow the Little Wandle steps for learning in phonics. Using Little Wandle texts to begin to explore problems in stories and ask simple questions about stories read to them. Access continuous provision as a prompt to show what they have learned. Discuss stories and poems. Compare texts to look for similarities and differences.
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Word Reading	<ul style="list-style-type: none"> Say a sound for each letter taught within the first term. Learn the first 20 phase 2 graphemes: <i>s a t p i n m d g o c k c k e u r h b f l</i> Learn new tricky words: <i>is, I, the</i> 	<ul style="list-style-type: none"> Learn the final 16 phase 2 graphemes: <i>ff ll ss j v w x y z zz qu ch sh th ng nk</i> Begin to orally blend sounds into VC and CVC words Learn new tricky words: <i>put* pull* full* as and has his her go</i> 	<ul style="list-style-type: none"> Learn Phase 3 graphemes and tricky words. Begin to put sounds together to read CVC words using the sounds that they know. Read aloud simple sentences and books that are consistent with 	<ul style="list-style-type: none"> Review Phase 3 graphemes and tricky words learnt so far. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Phase 4 phonics – short vowels with adjacent consonants. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their 	<ul style="list-style-type: none"> Phase 4 phonics - Phase 3 long vowel graphemes with adjacent consonants Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their
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		<i>no to into she push* he of we me be</i>	their phonic knowledge, including some common exception words.	<ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending. . 	phonic knowledge, including some common exception words.	phonic knowledge, including some common exception words.
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> Make a strong start in Reception with the Little Wandle Letters and Sounds programme. Beginning during the first week in September. Use the most commonly used tricky words throughout learning. (On display, in reading games etc.) Access assessment every 6-12 weeks to find out what to teach each child next. Access regular intervention for all children to keep up. Notice and respond to the text rich environment of our school. Make links with past learning. 					
Writing	<ul style="list-style-type: none"> Name writing Marks with meaning and purpose Writing initial sounds and beginning to write simple CVC words 	<ul style="list-style-type: none"> Writing CVC words independently Name writing Using known sounds to begin to write labels with support Develop adjective language and understanding 	<ul style="list-style-type: none"> Begin to write simple captions and sentences Begin to understand how to write a fact Use simple adjectives with support 	<ul style="list-style-type: none"> Write simple captions and sentences Instruction writing Using simple adjectives Write most letters of the alphabet, most of which are correctly formed. Begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Write simple stories Write simple facts with support Use simple adjectives Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Write sentences with narrative features Begin to understand noun phrases Write recognisable letters, most of which are correctly formed. Make phonetically plausible attempts at trickier words.
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> Form letters correctly, using the Little Wandle phrases for each letter. Work with adults who provide modelling and guidance for pencil grip, writing left to right and sitting letters on the lines. Access interesting and motivational stimuli for writing across different genres. Engage in intervention sessions daily so that target teaching can happen in a bespoke manner. Use the "Hold A Sentence" approach to verbally rehearse written sentences. Work with adults who model each teaching step deliberately for writing. Work with adults who model the correct use of appropriate grammar and "thinking out loud". Check their own writing for sense by reading it back. 					
<p>Mathematics</p> <p>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.</p>						
Number	<ul style="list-style-type: none"> I can show numbers to 5 using concrete resources I can recognise some numerals to 5 I can quickly say how many there are (up to 3) 	<ul style="list-style-type: none"> I can count to 5 using different mathematical resources I can match numeral and quantity to 5 I can count up to 10 objects with 1:1 correspondence. 	<ul style="list-style-type: none"> To recall compositions of numbers up to 5 To begin to explore number bonds to 5. I can quickly say how many there are (up to 5) I can recall one more/one less up to 5 	<ul style="list-style-type: none"> I can count objects, claps, movements up to 10 I can recall number bonds to 5 I can start to recall some double facts e.g. 1 and 1 is 2 	<ul style="list-style-type: none"> I can match numeral and quantity to at least 10 I can order numbers to 10 I can solve addition and subtraction problems practically I can start to give some linked subtraction facts 	<ul style="list-style-type: none"> I can show how numbers to 10 are made up using different models e.g. part whole, tens frame I can recognise the numerals to 10 and match to quantity consistently I can recognise quantities up to 5 without counting



	<ul style="list-style-type: none"> I can count objects, actions and sounds to 5 	<ul style="list-style-type: none"> I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this 	<ul style="list-style-type: none"> I can find the total of 2 groups of objects by counting them all 	<ul style="list-style-type: none"> I can begin to use objects to solve addition and subtraction problems. 	<ul style="list-style-type: none"> I can begin to solve addition and subtraction problems can be solved by counting forwards or backwards. 	<ul style="list-style-type: none"> I can recall number bonds up to 5 and some to 10 I can match subtraction facts with number bonds I can recall some double facts within 10
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> Follow the explicit teaching steps of the White Rose Maths scheme. Access opportunities for daily number recognition/ counting/ problem solving through routines. (How many here today?, Match the lunch boxes to the people, amount of people allowed to work in a particular area etc.) Engage in the daily use of number rhymes and songs. Show an amount in different ways. (Fingers, numeral, actions etc.) 					
Numerical Pattern	<ul style="list-style-type: none"> I can rote count to 10 I can point to the group which has more/greater than or less 	<ul style="list-style-type: none"> I can begin to recognise which group has more/fewer (up to 10 objects) 	<ul style="list-style-type: none"> I can count forwards and backwards to and from 10 I can say the number that comes next when counting to 10 	<ul style="list-style-type: none"> To be able to rote count to 20 independently I can compare quantities up to 10 saying which has greater than/less than/same as I can begin to identify odd and even numbers using mathematical resources 	<ul style="list-style-type: none"> I can count to 20 and beyond with confidence I can find out whether a number is odd or even and explain why I can recall some doubles and begin to know corresponding halves I can share objects between a group of people equally 	<ul style="list-style-type: none"> I can count to 20 and beyond and count backwards from 20 I can begin counting forwards and backwards from any number within 10 I can compare quantities up to 10 in different contexts using the correct vocabulary
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> Access adult guided learning sessions each day. Engage in opportunities for past explicit learning to be demonstrated through the careful planning of ongoing provision. Follow the explicit teaching steps of the White Rose Maths scheme. Understand the composition and pattern within number, which, will be taught explicitly. 					
Shape, space & Measure	<ul style="list-style-type: none"> I can name simple 2D shapes I can compare the length/height using words like long, short, tall I can continue a simple repeating pattern with support 	<ul style="list-style-type: none"> I can identify simple 2D shapes and talk about their properties. I can recognise and continue a simple repeating pattern 	<ul style="list-style-type: none"> I can compare weight, height, length and capacity of 2 or more objects I can use non-standard units to measure length, weight and capacity. I can describe a simple repeating pattern and begin to create my own 	<ul style="list-style-type: none"> I can talk about the similarities and differences between different 3D shapes (roll, shape of faces, good for stacking) I can create and describe a more complex repeating pattern 	<ul style="list-style-type: none"> I can name some 3D shapes and the corresponding 2D shape faces I can order 3 or more objects linked to weight, height, length and capacity using the correct vocabulary 	<ul style="list-style-type: none"> I can name 3D shapes and talk about their properties I can spot an error in a repeating pattern and correct it.
<p>Understanding 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</p>						



Luton St Nicholas Primary Academy

EYFS Curriculum Overview

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about myself • Begin to talk about family members • Talk about how I have changed since I was a baby. • Talk about events in my past (linked to celebrations). 	<ul style="list-style-type: none"> • Find out about people and events from the past through stories (Remembrance Day, Bonfire Night) 	<ul style="list-style-type: none"> • Find out about people and events from the past through stories (explorers such as Sally Ride, Mae Jemison) 	<ul style="list-style-type: none"> • Find out about people and events from the past through stories (David Attenborough) 	<ul style="list-style-type: none"> • Give similarities and differences between the past and now (linked to farming) • Talk about artefacts from the past and make comparisons 	<ul style="list-style-type: none"> • Find out about people and events from the past through stories (Monarchs: Kings and Queens) • Talk about similarities and differences from now and the past • Talk about my time in Reception and how I have changed (learning journey display) 	
	<p>We will achieve this by supporting the children to:</p> <ul style="list-style-type: none"> • Access good quality texts which illustrate both past and present. • Compare and discuss the differences that they notice in the words and images from these books; past and present day. • Talk about their own lives and what they have experienced in the past. • Identify how they themselves have changed over time. • Talk to family members about what their lives were like as children compared to now. 							
	Links to The Natural World / People, Culture and Communities	<ul style="list-style-type: none"> • Explore our local school environment • Knows that we live in Lutton which is a small village • Knows that we go to Lutton St Nicholas Primary School • Take photos of buildings and places in school (e.g. build a scene). 	<ul style="list-style-type: none"> • Know that we live in a country called England. • Begin to know that there are four countries that make up the UK • Begin to know that London is the capital city of England. 	<ul style="list-style-type: none"> • Know and use some positional language to describe where something is • To know the terms 'land' and 'sea' • To understand the basic features of a map. • To draw a simple map of my classroom, outdoor area or school. • To follow simple directions. • To use observational skills to draw simple plans and routes around the school. 	<ul style="list-style-type: none"> • To know simple comparisons between their locality and those heard in stories (e.g. our village/ Handa's surprise). • Identify and locate some countries that are different to the one in which they live (identifying hot and cold countries on a map) • Identify similarities and differences between life in this country and others 	<ul style="list-style-type: none"> • To know and name the four seasons and begin to talk about the weather. • Children find out about the local environment by talking to people, examining photographs, simple maps and visiting local places. Provide play maps and small world equipment for children to create their own environments. 	<ul style="list-style-type: none"> • Begin to know that London is the capital city of England. • Identify similarities and differences between life in this country and others • Children can create simple maps, plans and models of known and imaginary landscapes. 	
<ul style="list-style-type: none"> • To ask questions about the world around them. • To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • To make simple drawings and models about features they have seen (e.g. what they see in school or home). • To begin using role play/small world play/ Beebots to represent a visited place or plan a route. 								



Lutton St Nicholas Primary Academy

EYFS Curriculum Overview

<p>We will achieve this by supporting the children to:</p> <ul style="list-style-type: none"> • Explore our local area in terms of the school environment, the people who work there and our journeys to school. • Use maps, atlases, fiction and non-fiction texts to develop an understanding of the diverse World that we live in. Echo this with provision experiences which draw upon this learning. • Be curious about what is around them. This will be modelled by all adults working with the class. • Develop self-motivation to explore their World safely and appropriately. • Learn through adult directed teaching, first-hand experience (visits) and cleverly planned ongoing provision. • Use Tier 2 and 3 vocabulary to talk about their discoveries. 						
<p>Links to The Natural World / People, Culture and Communities</p>	<ul style="list-style-type: none"> • Name parts of the body • Make observations about parts of the body • Explore their senses 	<ul style="list-style-type: none"> • Go on walks to notice seasonal changes • Begin to name different materials • Explore floating and sinking • Ask and answer questions about in familiar contexts about light and dark 	<ul style="list-style-type: none"> • Explore changes of state with materials e.g. ice • Talk about the changes I observe in my environment – Seasonal changes linked to winter • Talk about changes e.g. freezing, melting (linked to baking, weather etc.) 	<ul style="list-style-type: none"> • Explore a range of habitats, looking at why the animal lives like that. • Make observations of animals and use these observations to draw pictures • Describe another environment e.g. desert, Artic etc. 	<ul style="list-style-type: none"> • Go on walks to notice seasonal changes • Talk about the changes I observe in my environment – Seasonal changes linked to winter • Talk about the life cycle of plants and animals and what they need to survive • Make observations of plants and use these observations to draw pictures • Planting and growing from a seed and a bulb 	<ul style="list-style-type: none"> • Go on walks to notice seasonal changes • Talk about the changes I observe in my environment – Seasonal changes linked to winter • Begin to understand about healthy lifestyles
<p>We will achieve this by supporting the children to:</p> <ul style="list-style-type: none"> • Be curious about what is around them. This will be modelled by all adults working with the class. • Develop self-motivation to explore their World safely and appropriately. • Learn through adult directed teaching, first-hand experience (visits) and cleverly planned ongoing provision. • Use magnifying glasses, binoculars, bug pots, bug nets, magnets etc. as tools to find out more. This will be modelled by the adults in the setting. • Notice change. • Use Tier 2 and 3 vocabulary to talk about their discoveries. 						
<p>RE - links to People, Culture and Communities</p>	<p>What makes people special?</p>	<p>What is Christmas?</p>	<p>How do people celebrate?</p>	<p>What is Easter?</p>	<p>What can we learn from stories?</p>	<p>What makes places special?</p>
<p>We will achieve this by supporting the children to:</p> <ul style="list-style-type: none"> • Show respect and enjoyment for a range of special times, which are appropriate to that cohort. (E.g. Divali, Christmas, Chinese New Year, birthdays.) • Celebrate special times together with respect. • Use Circle Time/ Philosophy sessions to discuss similarities and differences between groups or individuals. • Work with adults who model tolerance and teach this explicitly. • Be aware of British Values, what is right and what is wrong. 						
<p>Expressive Arts and Design</p>						



Lutton St Nicholas Primary Academy

EYFS Curriculum Overview

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.

Expressive Arts and Design	Creating with materials	Drawing Marvellous Marks <ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. 	Textiles: Make a Christmas Decoration <ul style="list-style-type: none"> Use different materials and join some together Use scissors and one-handed tools to create art safely and some accurately (playdough tools, paintbrushes etc.). Experiment with colour, design, form and shape. Share their creations, and with support explain the process they have used. 	Painting and mixed media: Paint my world <ul style="list-style-type: none"> Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. 	Sculptures and 3D: Creation station <ul style="list-style-type: none"> Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour 	Structures: Minibeast house <ul style="list-style-type: none"> Construct with a purpose in mind Use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.). Manipulates materials to achieve a planned effect. Use what I have learnt about media and materials in an original way and be able to explain my choices. Plan, carry out and evaluate and change where necessary 	Cooking and nutrition: Make a gingerbread man <ul style="list-style-type: none"> Safely use a variety of tools e.g. scissors confidently and independently Explore combining materials and techniques Explain what I have made Talk about how I made it Make use of props and materials when role playing characters in narratives and stories.
	<p>We will achieve this by supporting the children to:</p> <ul style="list-style-type: none"> Use a wide range of tools safely and correctly. These will include scissors, paint brushes of different sizes, playdough tools, glue sticks, junk modelling things and mark making tools. Select an appropriate tool for the job that they are engaged in. Understand that the properties of tools and materials determines what they can be used for. Work with adults who will explicitly model the use of tools, and intervene if necessary in order to use them safely. 						
Being Imaginative and Expressive	Exploring Sound <ul style="list-style-type: none"> Understand how to listen carefully and talk about what I hear. Know that sounds can be copied by my voice, body percussion and instrument. Understand that instruments can be played loudly or softly. 	Celebration Music <ul style="list-style-type: none"> Know that there are special songs we can sing to celebrate events. Understand that my voice or an instrument can match an action in a song. 	Music and Movement <ul style="list-style-type: none"> To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. 	Transport <ul style="list-style-type: none"> To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. 	Big Band <ul style="list-style-type: none"> To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing 	Musical Stories <ul style="list-style-type: none"> To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. 	



	<ul style="list-style-type: none"> Know that music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> Know that moving to music can be part of a celebration. Recognise that different sounds can be long or short. Recognise music that is 'fast' or 'slow'. 	<ul style="list-style-type: none"> To know that signals can tell us when to start or stop playing. 	<ul style="list-style-type: none"> To recognise music that is 'fast' or 'slow.' 	<ul style="list-style-type: none"> a finished piece of music for an audience. 	<ul style="list-style-type: none"> To understand what 'high' and 'low' notes are.
<p>We will achieve this by supporting the children to:</p> <ul style="list-style-type: none"> Engage daily in singing and rhyme type activities. Take part in scaffolded learning opportunities in ongoing provision, which draw upon past learning. Take part in a Christmas Production confidently. Learn simple songs that are linked to the learning. Select their own way of demonstrating what they know or can do. (Key Questions). Access bespoke dance/ movement /PE lessons that promote individually creative responses. 						
Computing	<ul style="list-style-type: none"> Talk about technology that is used at home and at school Know that it is important to be careful with devices Use technology to record sounds and videos Use technology to take photographs 	<ul style="list-style-type: none"> Create shapes and patterns on screen using a mouse, trackpad or touchscreen Make a floor robot move Make choices about the buttons and icons to press 	<ul style="list-style-type: none"> Talk about the amount of time spent using technology Use technology to show learning To know what to do if asked for personal information online. 	<ul style="list-style-type: none"> Make a floor robot move (by entering a series of commands) Make a floor robot reach a target. To know what to do if somebody online is being unkind. 	<ul style="list-style-type: none"> Ask an adult when using the Internet Tell an adult when something worrying or unexpected happens whilst using the Internet Create text on screen by using a keyboard Use technology to show learning To begin to understand that we cannot share personal information online. 	<ul style="list-style-type: none"> Create text on screen by using a keyboard Talk about different kinds of information Add information to a pictogram To know how to use the internet safely.
<p>Daily weather charting and time, seasonal observations linked to own setting Ongoing WW to talk about familiar images and situations from the past</p>						