



Westfield Primary School EYFS Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	All about Me Family Pets Friends Change – Seasonal Change/Autumn	Space Autumn Diwali Bonfire Night Remembrance Sunday Christmas Stories – Nativity, Stick Man Christmas Around the World	Fairy Tales Winter Chinese New Year Heroes and villains – Real Life Heroes (people who help us) Valentine’s Day	Farms Eggs and Chicks Easter Growing Up Seasonal Change/Spring	Going Wild! Hot Places Planting - Sunflowers/Spring Wild Animals and Their Habitats	Mad about Minibeasts Life Cycles – Frog/Butterfly/Plant/Sunflowers Minibeast Habitats Painshill Park Visit
Communication and Language 	Maintain attention in new situations. Engage in story times, rhymes, and songs. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Listen to others in 1:1/small group situations. Use language to recall past experiences.					
Develop listening and speaking skills in a range of contexts. Listen to familiar stories with increasing attention. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults. Understand ‘how’ and ‘why’ questions. Use talk to explain what is happening.						
Maintain attention during appropriate activity. Consider the listener and take turns. Listen and do for a short time. Understand a range of complex sentence structures. Use talk to organise/stand for something else in play. Use language to imagine and recreate roles in play. Begin to use past tense.						
Understand why listening is important. Maintain attention in different contexts. Use talk to sequence and organise thinking and explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate ideas and thoughts in well-formed sentences. Follow a story without pictures of props. Listen and respond to ideas expressed by others in conversation.						
Listen and understand instructions while busy with another task. Maintain activity while listening. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.						
Hold conversations when engaged in back and forth exchanges with peers and adults. Speak in well-formed sentences making use of conjunctions to add detail. Offer explanations for why things might happen using new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.						
Listen carefully to rhymes and songs, paying attention to how they sound. Learn and join in with rhymes, poems, and songs. Learn new vocabulary Use new vocabulary through the day Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.						
Personal, Social and Emotional Development Self-regulation 	Can separate from carers. Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. Coram Life: Me and My Relationships	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Enjoys playing alone, alongside and with others. Continue to build constructive and respectful relationships. Knows that actions have consequences. Identifies differences between themselves and others. Coram Life: Keeping Myself Safe	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs and understand the needs of others. Can identify kindness. Seek others to share activities and experiences. Seeks adult support for help. Willing to take risks and try new things. Speak confidently in front of others. Coram Life: Being My Best	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking. Recognise that they belong to different communities and talk openly about these. Coram Life: Valuing Difference	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Show an understanding of their own feelings and those of others. Begin to regulate their behaviour appropriately. Can manage feelings when their wishes aren’t met. Attempts to repair a relationship where they have caused upset. Coram Life: Rights and Responsibilities	Able to identify and moderate own feelings. Explain the reason for rules and be able to follow them. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings. Show independence, resilience and perseverance in the face of challenge Coram Life: Growing and Changing
Religious Education	Who and I and where do I belong?	Why do we have celebrations?	What makes a place special?	What makes something special?	What can we learn from stories?	What makes our World Wonderful?
Physical Development	Further develop the skills they need to manage the school day successfully: Lining up and queuing, mealtimes, personal hygiene. Hold a pencil/tools effectively.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Understand the need for safety when transporting equipment.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, having a good sleep routine.	Combine different movements with ease and fluency Able to dress and manage toilet routines independently.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Understands the importance of healthy food choices and physical exercise.



Get Set 4 PE Focus

Can wash and dry hands independently.
Notices changes in their body during exercise.

Get Set 4 PE Focus – Introduction to PE Skills:

- Move safely and sensibly in a space
- Moving safely and stopping with control
- Use equipment safely and responsibly
- Use different travelling actions whilst following a path
- Work with others cooperatively and play as a group
- Follow, copy and lead a partner

Hold a pencil effectively to form recognisable letters.
Hold and use a range of tools effectively.
Notices changes in their body when they are feeling hungry, tired or unwell.

Get Set 4 PE Focus – Fundamentals Skills:

- Balancing whilst stationary and on the move
- Running and stopping
- Changing direction
- Jumping and landing
- Hopping and landing

Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
Hold a pencil effectively to form recognisable letters that are mostly correctly formed.

Get Set 4 PE Focus – Gymnastics Skills:

- Copy and create shapes with your body
- Create shapes whilst on apparatus
- Develop balancing and taking weight on different body parts
- Jumping and landing safely
- Rocking and rolling
- Copy and create short sequences linking actions together

Use a pencil confidently and effectively to write letters that are mostly correctly formed.

Get Set 4 PE Focus – Dance Skills:

- Move safely around others
- Explore different body parts and how they move
- Remember and repeat actions
- Move with control and coordination
- Explore travelling movements, directions and levels
- Move safely with confidence and imagination

Demonstrate an awareness of the safe transportation of a range of equipment
Use a pencil confidently and effectively to write letters that are mostly correctly formed.

Get Set 4 PE Focus – Ball skills Skills:

- Rolling a ball to a target
- Stopping a rolling ball
- Develop accuracy when throwing to a target
- Develop bouncing and catching a ball
- Develop dribbling a ball with your feet
- Develop kicking a ball

Use a pencil effectively to write letters fluently.

Get Set 4 PE Focus – Games Skills:

- Develop running and stopping
- Develop throwing and learning how to keep score
- Play games showing an understanding of the different roles within it
- Follow instructions and move safely when playing tagging games
- Work cooperatively and learn to take turns
- Work with other to play team games

Develop the overall body strength, co-ordination, balance, and agility.

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Literacy



Reading

Listen and enjoy sharing a range of books.
Can hold the book the right way up and turn some pages appropriately. Know that print carries meaning and is read top to bottom and left to right. Shows an interest in text and illustrations.
Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems.
Explain in simple terms what is happening in a picture in a familiar story.
Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.
Claps syllables in words
Recognises rhythm in songs and rhymes
Orally segment sounds in simple words

Writing

Makes up stories in response to experiences.
Aware that writing communicates meaning and give meaning to their drawing and paintings.
Include mark making and writing in play.
Make letter shapes to reflect sounds they know or can hear in words.
Write own name.

Reading

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.
Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.
Sequence two events from a familiar story, using puppets, pictures from book or role-play.
Know that a book has a beginning and an end
Hears and says the initial sounds in words
Orally segment sounds in simple words
Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read a few common exception words matched to the school's phonic programme.

Writing

Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.
Makes make marks and drawings using increasing control.
Know there is a sound/symbol relationship.

Reading

Use picture clues to help read a simple text.
Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.
Show understanding of some words and phrases in a story that is read aloud to them.
Express a preference for a book, song or rhyme, from a limited selection.
Play is influenced by experience of books (small world, role play).
Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read a few common exception words matched to the school's phonic programme.

Writing

Use appropriate letters for initial sounds.
Orally compose a sentence and hold it in memory before attempting to write it.
Spell to write VC and CVC words independently using Set 1 graphemes. Begin to form recognisable letters.

Reading

Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end.
Give a simple opinion on a book they have read, when prompted.
Recognise repetition of words or phrases in a short passage of text.
Play influenced by experience of books
Innovate a well-known story with support.
Read some letter groups that each represent one sound and say sounds for them.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Write own name

Writing

Build words using letter sounds in writing.
Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.
Spell to write VC, CVC and CVCC words independently using Set 1 and Set 2 graphemes

Reading

Correctly sequence a story or event using pictures and/or captions.
Make simple, plausible suggestions about what will happen next in a book they are reading.
Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.
Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.
Read some letter groups that each represent one sound and say sounds for them.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Writing

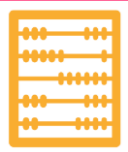

Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.
Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

Reading

Play influenced by experience of books - act out stories through role play activities, using simple props and appropriate vocabulary.
Recall the main points in text in the correct sequence, using own words and include new vocabulary.
When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Read at least 10 digraphs.
Read aloud simple sentences consistent with phonic knowledge.
Read some common exception words

Writing

Show awareness of the different audience for writing.
Write short sentences that can be read by others.
Write different text forms for different purposes (e.g. lists, stories, instructions).
Spell words by drawing on knowledge of known grapheme correspondences.
Make phonetically plausible attempts when writing more complex unknown words
Spell some common exception words independently.

		Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Orally spell VC and CVC words by identifying the sounds. Write own name.	Write own name	Spell some common exception words independently. Holds a pencil effectively to form recognisable letters.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Write own name	Use a pencil confidently and effectively to write letters that are mostly correctly formed. Re-read what they have written to check that it makes sense. Write own name	
Phonics	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.						
	Teach Set 1 sounds Read decodable books linked to sounds learnt	Refer to RWI overview Read decodable books linked to sounds learnt	Refer to RWI overview Teach Set 2 sounds Read decodable books linked to sounds learnt	Refer to RWI overview Read decodable books linked to sounds learnt	Refer to RWI overview Read decodable books linked to sounds learnt	Refer to RWI overview Read decodable books linked to sounds learnt	
Mathematics 	Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AAB, BBA Sunflower Challenge
<p>Link the number symbol with its cardinal number value. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Count beyond ten. Compare numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns. Compare length, weight, and capacity.</p>							
Understanding the World 	People and Communities Talk about members of their immediate family and their relationship to them. Name and describe people who are familiar to them. Develop respect for new friends in class and an understanding of how we are all different and all unique. The World Seasonal Change – explore signs of Autumn, physical changes visible and changes in temperature, clothing needed etc. Explore harvest and changes for plants and animals in Autumn. Technology Drawing pictures using 2Paint Reading stories together on the IWB	People and Communities Find out about key historical events and why and how we celebrate today: Remembrance Day, Christmas Day, Diwali. Recognise that people have different beliefs and celebrate special times in different ways. The World Light and Dark – explore space, the moon, planets and stars. How are these places different from our world? Find light and dark places within the classroom. Explore changing light and light sources. Technology Creating firework pictures on 2Simple Paint Name simple Computer parts	People and Communities Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. The World Materials – explore changing materials through mixing, heating, manipulating etc. Explore material properties eg floating and sinking, soft, strong etc. Investigating ice. Technology Code-a-pillars Children explore as part of child-initiated learning, prompt questions from adults available.	People and Communities Talk about and understand changes in their own lifetime, by creating a personal timeline. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. The World Animals including humans -y Understand the key features of the life cycle of a plant or animal and the changes that occur during this cycle. Explore similarities and differences between animals and their young. Focus on healthy eating and looking after our teeth. Technology Programme Bee Bots around farm and use remote control toys	People and Communities Recognise some similarities and differences between life in this country and life in other countries. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world) The World Plants and growing – focus on fruit that grows in different countries. What do plants need to grow? Explore animals from other countries. Focus on similarities, differences, pattern and change. Explore camouflage. Technology Use 2simple paint to create own Jungle animal	People and Communities Order experiences in relation to themselves and others, including stories. Explore living things and know how to care for living things in the world around them. The World Living things and their habitats – explore different habitats and what they provide. Make observations of plants and animals and explore similarities, differences, patterns and change they see. Technology ICT art programme to create own minibeast ICT insects in the style of aboriginal drawings ICT mixed-up creatures/minibeasts	

Illustrate different parts of 'Farmer Duck' story using Revelation Natural Art program

Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year.

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.
Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plants.
Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



Creating with Materials
Artist study – Picasso (self-portraits)

Skills – colour mixing, cutting, colouring, joining, sticking

Being Imaginative and Expressive
Charanga Songs:
Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song
Things for Fingers

Harvest Songs

Develop storylines in their pretend play.

Creating with Materials
Artist study – Van Gogh (Starry Night)

Space rocket junk modelling
Jackson Pollark inspired firework pictures
Remembrance poppies
Make firework biscuits

Being Imaginative and Expressive
Charanga Songs:
I'm A Little Teapot
The Grand Old Duke of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult
The ABC Song

Christmas Songs

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Creating with Materials
Artist Study – Mondrian

Design and make a boat that floats
Making bread

Being Imaginative and Expressive
Charanga Songs:
Wind the Bobbin Up
Rock-a-bye Baby
Five Little Monkeys Jumping on The Bed
Twinkle, Twinkle
If You're Happy and You Know It
Head, Shoulders, Knees and Toes

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Creating with Materials
Artist Study – Kandinsky

Make chocolate Easter nests

Being Imaginative and Expressive
Charanga Songs:
Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Easter Songs

Create collaboratively sharing ideas, resources, and skills.

Creating with Materials
Artist Study – Seurat

Create camouflage patterns
Weaving
Make fruit salad

Being Imaginative and Expressive
Charanga Songs:
Big Bear Funk

Listen attentively, move to, and talk about music, expressing their feelings and responses.

Creating with Materials
Artist Study – Yvonne Coomber

Exploring clay
Andy Goldsworthy inspired art in nature

Being Imaginative and Expressive
Charanga Songs:
Big Bear Funk
Baa, Baa Black Sheep
Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups.
Singing well known nursery rhymes, familiar songs and chants.