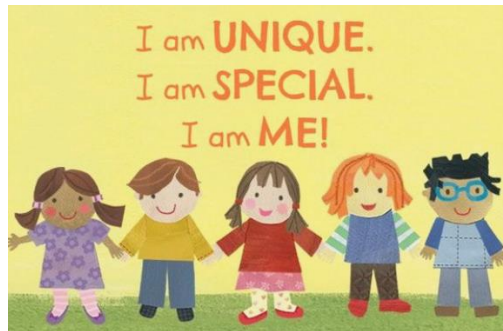


## St Paul's EYFS Curriculum Overview

**Autumn 1**

**All About Me**



**Spring 1**

**Out Of This World.**



**Summer 1**

**Fantasy & Adventure**



**Autumn 2**

**Storyteller**



**Spring 2**

**New Life**



**Summer 2**

**Go Jetters & Fun at the Seaside**



# EYFS Curriculum Map.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About me	Storyteller	Out of this World	New Life	Fantasy & Adventure	Go Jetter's & Fun at the Seaside
RE	<u>I am Special</u> <ul style="list-style-type: none"> <li>What are my favourite things?</li> <li>Why are names important?</li> <li>Why do Christians believe that all people are special in the eyes of God?</li> <li>Why do Christians believe that God is their heavenly father?</li> <li>What are the names that Christians and Muslims give to God?</li> <li>How do we know that we are special in the eyes of God?</li> </ul>	<u>Christmas.</u> <ul style="list-style-type: none"> <li>What is a birthday?</li> <li>When is your birthday?</li> <li>In what ways do you celebrate your birthday?</li> <li>How do Christians celebrate Jesus' birthday?</li> <li>Why was Jesus a special baby?</li> </ul>	<u>Stories Jesus heard and told.</u> <ul style="list-style-type: none"> <li>Which stories did Jesus hear when he was a child?</li> <li>Do you like listening to stories?</li> <li>What are your favourite stories?</li> <li>Where and when do you hear stories?</li> <li>Who tells you stories?</li> <li>Where will you find the stories which Jesus told?</li> <li>To whom did he tell these stories?</li> <li>What do the stories teach us?</li> <li>Why did Jesus tell stories?</li> </ul>	<u>Easter.</u> <ul style="list-style-type: none"> <li>What is love?</li> <li>Where is love?</li> <li>Who do you love?</li> <li>Who loves you?</li> <li>How do you/they show love?</li> <li>How did Jesus show that he loved us?</li> </ul>	<u>Friendship.</u> <ul style="list-style-type: none"> <li>What is a friend?</li> <li>How do we make friends?</li> <li>How do we choose friends?</li> <li>Who are our friends?</li> <li>What makes a good friend?</li> <li>Why are friends important?</li> <li>How does it feel when we have no friends?</li> <li>Why do we trust our friends?</li> <li>Who were Jesus' special friends?</li> <li>What makes you a good friend?</li> </ul>	<u>Prayer.</u> <ul style="list-style-type: none"> <li>What is a prayer?</li> <li>How do we pray?</li> <li>Where do people pray?</li> <li>When you talk to God what do you say?</li> <li>How does God listen and answer our prayers?</li> <li>Can you think of different ways to pray?</li> <li>When do people pray?</li> <li>Can you think of some reasons why people pray?</li> </ul>
	<u>Harvest.</u> <ul style="list-style-type: none"> <li>Why is it important to say thank you?</li> <li>Why do Christians say thank you to God at Harvest time?</li> <li>How do Christians say thank you to God at Harvest time?</li> <li>Why is it important to help others?</li> </ul>				<u>Special Places.</u> <ul style="list-style-type: none"> <li>Where is your special place?</li> <li>Why is it special?</li> <li>Why is the Church a special place for Christians?</li> <li>Why is the Mosque a special place for Muslims?</li> <li>When do you visit your special place?</li> <li>Who goes with you to your special place?</li> <li>What makes a place a Holy place?</li> <li>Why do some people of faith remove their shoes before entering their place of worship?</li> </ul>	<u>Special Times.</u> <ul style="list-style-type: none"> <li>When are your special times?</li> <li>How are special times celebrated?</li> <li>What makes days special?</li> <li>Why does the church celebrate Pentecost?</li> <li>Why do people of faith have special celebrations?</li> </ul>

Literacy/Core Books	<p>Colour Monster. We are Family. Super Duper You. Ruby's Worry. Funny bones. Elmer. Autumn.</p>	<p>Three Little Pigs. The Gingerbread Man. Three Billy Goats Gruff. Goldilocks and the Three Bears. Little Red Riding Hood. Rumpelstiltskin. Rapunzel. Christmas Story.</p>	<p>The Emperor's Egg. The Littlest Yak. The Great Explorer. Chinese New Year. How to Catch a Star. Astro Girl.</p>	<p>The Very Hungry Caterpillar. Caterpillar to Butterfly. Jack and the Beanstalk. My Butterfly Bouquet. From Seeds to Sunflower. Easter Story.</p>	<p>Pirates Love Underpants. Winnie the Witch. The Knight Who Said No. Once Upon a Mermaid's Tail. Peter Pan.</p>	<p>The Naughty Bus. The Smeds and The Smoos. What the Ladybird heard at the Seaside. Sharing a Shell. The Lighthouse Keeper's Lunch. Billy's Bucket. Rainbow Fish.</p>
Phonics	<p>Red Rose: Communication, Language and Literacy Phonological Awareness - Phase 1:</p> <ul style="list-style-type: none"> <li>• Environmental Sounds.</li> <li>• Instrumental Sounds.</li> <li>• Body Percussion.</li> <li>• Rhythm and Rhyme.</li> <li>• Alliteration</li> <li>• Voice Sounds.</li> <li>• Oral Bending and Segmenting.</li> </ul> <p>Red Rose: Phase 2 sounds: s a t p i n m d g o c k s pronounced /z/</p> <p>High Frequency Words: as is us his has linked to s pronounced /z/</p> <p>Tricky Words: the</p>	<p>Recap Autumn 1 Phase 2 sounds.</p> <p>Red Rose: Phase 2 sounds: ck e u r h b f ff l ll ss Consolidate Phase 2</p> <p>Tricky words: I to go no into</p>	<p>Recap Autumn 2 Phase 3 sounds.</p> <p>Red Rose: Phase 3 sounds: j v w x y z/zz qu ch sh th/th ng</p> <p>Tricky words: he she we be me was my you they</p>	<p>Recap Spring 1 Phase 3 sounds.</p> <p>Red Rose: Phase 3 sounds: ai ee igh oa oo/oo ar or</p> <p>Tricky words: her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)</p>	<p>Recap Spring 2 sounds.</p> <p>Red Rose: Phase 3: ur ow oi ear air ure er Consolidate Phase 3</p> <p>Red Rose: Phase 4: CVCC &amp; CCV</p> <p>Tricky words: come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4)</p> <p>Consolidate said so have like (Phase 4)</p>	<p>Recap Summer 1 sounds.</p> <p>Red Rose: Phase 4: CCVC &amp; CCVCC CCCVC &amp; CCCVCC</p> <p>Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</p> <p>Tricky words: Consolidated said so have like some come were there little do one when out what Teach it's</p>

Enjoy listening to longer stories and can remember much of what happens.  
 Pay attention to more than one thing at a time, which can be difficult.  
 Use a wider range of vocabulary.  
 Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".  
 Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
 Sing a large repertoire of songs.  
 Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
 Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.  
 Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.  
 Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  
 Start a conversation with an adult or a friend and continue it for many turns.  
 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."  
 Understand how to listen carefully and why listening is important.  
 Learn new vocabulary.  
 Use new vocabulary through the day.  
 Ask questions to find out more and to check they understand what has been said to them.  
 Articulate their ideas and thoughts in well-formed sentences.  
 Connect one idea or action to another using a range of connectives.  
 Describe events in some detail.  
 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
 Develop social phrases.  
 Engage in story times.  
 Listen to and talk about stories to build familiarity and understanding.  
 Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  
 Use new vocabulary in different contexts.  
 Listen carefully to rhymes and songs, paying attention to how they sound.  
 Learn rhymes, poems and songs.  
 Engage in non-fiction books.  
 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Maths	<p>Baseline</p> <p>Number songs</p> <p>Lancashire Maths:</p> <p>Number 1</p> <p>Number 2 (and 1)</p> <p>Number 3 (2 and 1)</p> <p>Number 4 (3, 2 and 1)</p> <p>Number 5 (4, 3, 2, and 1)</p> <p>Number 6 (5, 4, 3, 2 and 1)</p>	<p>Number songs</p> <p>Lancashire Maths:</p> <p>Number 7 (6, 5, 4, 3, 2, and 1)</p> <p>Number 8 (7,6,5,4,3, 2 and 1)</p> <p>Number 9 (8,7,6,5,4,3,2, and 1)</p> <p>Number 10 (9,8,7,6,5,4,3,2 and 1)</p>	<p>Number songs</p> <p>Lancashire Maths:</p> <p>Counting and comparing.</p> <p>Partitioning and understanding part-whole.</p> <p>Understand 'Teen' numbers (numbers 11-19).</p> <p>Distance (length, height, width).</p> <p>Mass/Weight and capacity/volume.</p> <p>Shape and sorting.</p>	<p>Number songs</p> <p>Lancashire Maths:</p> <p>Addition.</p> <p>Subtraction.</p> <p>Halving and doubling.</p> <p>Number sense.</p> <p>Addition and subtraction.</p>	<p>Number songs</p> <p>Lancashire Maths:</p> <p>Counting, comparing and ordering.</p> <p>Understanding Part-Whole, Addition and subtraction.</p> <p>Fractions.</p> <p>Distance (length, height, width), weight.</p> <p>Capacity/volume and money.</p> <p>Shape and sorting.</p>	<p>Number songs</p> <p>Lancashire Maths:</p> <p>Time.</p> <p>Space.</p> <p>Money and sorting.</p> <p>Number sense.</p> <p>Addition and subtraction.</p>
PSED	<p><u>All About Me.</u></p> <p>Who is in my family.</p> <p>People who help us.</p> <p>Ways I have changed.</p> <p>How I have changed (stages of growth).</p> <p>NSPCC Stay Safe Speak out.</p> <p>Emotions.</p> <p>Body Parts.</p> <p>I am special.</p> <p>Healthy and unhealthy foods.</p> <p>Bullying.</p> <p>Personal Hygiene.</p>	<p><u>Healthy Me.</u></p> <p>Online Safety.</p> <p>Eating Well (Healthy and Unhealthy foods).</p> <p>Our Feelings.</p> <p>Catch it Kill It Bin It (personal hygiene).</p> <p>Healthy Foods.</p> <p>The Importance of Exercise and Sleep.</p>	<p><u>Keeping Safe.</u></p> <p>Online Safety.</p> <p>Feelings.</p> <p>Who can help me?</p> <p>The importance of rules.</p> <p>Medicines and how they help us.</p>	<p><u>Growing and changing &amp; Healthy Relationships.</u></p> <p>Learning a new skill.</p> <p>Body parts.</p> <p>Secrets and Surprises.</p> <p>Bullying.</p> <p>Resolving Conflict.</p>	<p><u>Valuing Differences.</u></p> <p>Online Safety.</p> <p>Fair/unfair, Kind/unkind.</p> <p>A good friend.</p> <p>Similarities and differences.</p>	

Use all their senses in hands-on exploration of natural materials.  
 Explore collections of materials with similar and/or different properties.  
 Talk about what they see, using a wide vocabulary.  
 Begin to make sense of their own life-story and family's history.  
 Show interest in different occupations.  
 Explore how things work.  
 Plant seeds and care for growing plants.  
 Understand the key features of the life cycle of a plant and an animal.  
 Begin to understand the need to respect and care for the natural environment and all living things.  
 Explore and talk about different forces they can feel.  
 Talk about the differences between materials and changes they notice.  
 Continue developing positive attitudes about the differences between people.  
 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  
 Talk about members of their immediate family and community.  
 Name and describe people who are familiar to them.  
 Comment on images of familiar situations in the past.  
 Compare and contrast characters from stories, including figures from the past.  
 Draw information from a simple map.  
 Understand that some places are special to members of their community.  
 Recognise that people have different beliefs and celebrate special times in different ways.  
 Recognise some similarities and differences between life in this country and life in other countries.  
 Explore the natural world around them.  
 Describe what they see, hear and feel whilst outside.  
 Recognise some environments that are different from the one in which they live.  
 Understand the effect of changing seasons on the natural world around them.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none"> <li>• My Family and Community.</li> <li>• Our School Community.</li> <li>• Ways I have changed.</li> <li>• Body Parts.</li> <li>• Who can help me.</li> </ul>	<ul style="list-style-type: none"> <li>• The seasons.</li> <li>• Diwali.</li> <li>• Bonfire Night.</li> <li>• Remembrance Day.</li> <li>• How sound travels.</li> <li>• Parts of a flower.</li> <li>• How Christmas was celebrated in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Habitats.</li> <li>• Climates.</li> <li>• Freezing and melting.</li> <li>• Recycling.</li> <li>• The Seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Lifecycle of a Butterfly.</li> <li>• Lifecycle of a frog.</li> <li>• Lifecycle of a Human.</li> <li>• The Seasons.</li> <li>• Weather.</li> <li>• Parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding maps.</li> <li>• Our local area.</li> <li>• Our town today.</li> <li>• Our town in the past.</li> <li>• Where we live.</li> </ul>	

Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
Explore different materials freely, to develop their ideas about how to use them and what to make.  
Develop their own ideas and then decide which materials to use to express them.  
Join different materials and explore different textures.  
Create closed shapes with continuous lines and begin to use these shapes to represent objects.  
Draw with increasing complexity and detail, such as representing a face with a circle and including details.  
Use drawing to represent ideas like movement or loud noises.  
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  
Explore colour and colour mixing.  
Show different emotions in their drawings – happiness, sadness, fear, etc.  
Listen with increased attention to sounds.  
Respond to what they have heard, expressing their thoughts and feelings.  
Remember and sing entire songs.  
Sing the pitch of a tone sung by another person ('pitch match').  
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  
Create their own songs or improvise a song around one they know.  
Play instruments with increasing control to express their feelings and ideas.  
Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
Create collaboratively, sharing ideas, resources and skills  
Listen attentively, move to and talk about music, expressing their feelings and responses.  
Watch and talk about dance and performance art, expressing their feelings and responses.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Develop storylines in their pretend play.  
Explore and engage in music making and dance, performing solo or in groups.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<ul style="list-style-type: none"> <li>• Self Portraits.</li> <li>• Being expressive to music (Handa's Surprise).</li> <li>• Hand and feet printing.</li> <li>• Fruit printing.</li> <li>• Exploring sounds with instruments.</li> <li>• Building houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Building houses for the Three Little Pigs (materials).</li> <li>• Firework and Bonfire Night pictures.</li> <li>• Making Gingerbread Men.</li> <li>• Acting out a story (The Three Billy Goats Gruff).</li> <li>• Making beds for the Three Bears from Goldilocks and the Three Bears.</li> <li>• Making flowers.</li> <li>• Building castles and towers.</li> <li>• Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Self Portraits.</li> <li>• Penguin pictures (using sponges and potatoes).</li> <li>• Acting out a scene from a story (The Littlest Yak).</li> <li>• Creating and completing a Dragon Dance (Chinese New Year).</li> <li>• Making instruments.</li> <li>• Making planets.</li> </ul>	<ul style="list-style-type: none"> <li>• Making Caterpillars.</li> <li>• To act out a scenario to music the children have created.</li> <li>• To act out a story (Jack and the Beanstalk).</li> <li>• Making and decorating flowers for a Mother's Day gift.</li> <li>• Decorating eggs for Easter and our Church service.</li> <li>• Making pictures using a variety of seeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Self Portraits.</li> <li>• Learn and perform a new song.</li> <li>• Respond to a story (acting out 'The Knight Who Said No').</li> <li>• Clay modelling.</li> <li>• Constructing using junk modelling resources.</li> </ul>	
<b>Music</b>	<p>Charanga – ME.</p> <p>Nursery rhymes/ rhyme and rhythm.</p> <p>Listening games.</p>	<p>Charanga- My Stories.</p> <p>Christmas/Nativity songs.</p>	Charanga – Everyone!	Charanga – Our World.	Charanga - Big Bear Funk.	<p>Charanga - Reflect, rewind and Replay.</p> <p>Learn Oh I do want to be beside the seaside.</p>
	In EYFS, the children will learn about healthy eating throughout the year, being encouraged to try a variety of fresh fruit and foods, taking part in a range of food-based activities.					

Physical Development	<p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> <li>To jump for distance.</li> <li>To hop on both feet.</li> <li>To throw underarm.</li> <li>To throw overarm.</li> <li>To catch with increasing accuracy.</li> <li>To climb with confidence.</li> </ul>	<p>Rumble in the Jungle:</p> <ul style="list-style-type: none"> <li>To travel on hands and feet.</li> <li>To roll in a variety of ways.</li> <li>To use an underarm throw with increased accuracy.</li> <li>To use an overarm throw with increased accuracy.</li> </ul>	<p>How to catch a star:</p> <ul style="list-style-type: none"> <li>To balance on small and large body parts in the shape of a star.</li> <li>To throw a ball/throwing equipment with increasing accuracy.</li> <li>To jump and land appropriately.</li> <li>To climb under, over and through equipment.</li> <li>To practise throwing overarm.</li> </ul>	<p>Hungry Caterpillar:</p> <ul style="list-style-type: none"> <li>To perform the skills of jumping.</li> <li>To travel in a variety of ways low to the ground.</li> <li>To travel over, under and through equipment.</li> <li>To balance on a range of body parts.</li> <li>To throw underarm.</li> <li>To roll in a variety of ways.</li> </ul>	<p>Transport:</p> <ul style="list-style-type: none"> <li>To jump for distance.</li> <li>To hop on both feet.</li> <li>To throw underarm.</li> <li>To throw overarm.</li> <li>To catch with increasing accuracy.</li> <li>To climb with confidence.</li> </ul> <p>(To revise Fundamental skills)</p> <p>Sports Day.</p>	<p>Seaside:</p> <ul style="list-style-type: none"> <li>To balance on a small body part.</li> <li>To travel on hands and feet.</li> <li>To show increasing control over an object when pushing and patting it.</li> <li>To perform a variety of gymnastic rolls.</li> <li>To underarm throw with some accuracy.</li> </ul>
	<p>Throughout the year EYFS we will focus on Clever fingers – fine motor/hand strengthening activities, know how to use equipment safely. Learn how to use scissors and other tools safely and develop their self-care.</p>					
	<p>The children will have regular opportunities to use the scooters and balance bikes in order to develop their core strength. Children will also have the opportunity to develop their Gross motor skills throughout the year. Activities will include children needing to cross their midline and to rotate their shoulder.</p>					
Cultural Capital/WOW Days	<p>Elmer Dress Up Day.</p> <p>Walk around the school area.</p> <p>Visit from the dentist.</p>	<p>Nativity Performances.</p> <p>Visit from Father Christmas.</p> <p>Dress up day.</p> <p>Celebrating Diwali.</p>	<p>Celebrating Chinese New Year.</p> <p>Chicks in the classroom.</p>	<p>Trip to a farm/farm into school.</p>	<p>Pirate dress up day.</p>	<p>A beach/farm day (on a rolling programme with Key Stage 1).</p>