

Teaching and Learning
EYFS Curriculum Overview Year 1

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Once upon a Time	Let's Party!	Zoom Rocket Zoom!	People who Help us	Growing	Oh, we do like to be beside the seaside
Enrichment/ Trips	Traditional tale theme day	Christening at Holy Cross Church	Planetarium	National Emergency Services Museum Sheffield	Ledston Woods	Seaside theme day
PSED	<p>Sharing and taking turns following school rules and routines.</p> <p>Can share and take turns in play.</p> <p>Children can wait patiently for some time with support</p> <p>Be confident to try new activities and show independence and resilience</p>	<p>Can talk about past and present events in their own life</p> <p>Performing in the Christmas Concert- confidence to speak/ perform a dance.</p> <p>Responding appropriately during play</p> <p>Talking about how we celebrate different events such as a Christening, Christmas, bonfire night, birthdays and Diwali- How do other people</p>	<p>Building confidence to share our opinions about space.</p> <p>Beginning to negotiate to solve problems- How will we travel to...?</p> <p>Co-operate with other children</p> <p>Children can help, listen and support each other</p>	<p>Beginning to negotiate to solve problems with some support</p> <p>Confidence when speaking in front of the class.</p> <p>Sharing opinions on what they would like to be when they grow up.</p> <p>Children are confident in telling each other about their work and play.</p> <p>Talk about how characters in stories feel and discuss how</p>	<p>Beginning to negotiate to solve problems independently</p> <p>Participate in playing group games.</p> <p>Confidence when speaking in front of the class</p> <p>Can talk about their own feelings and begin to discuss how this can make other people feel.</p> <p>Can explain why we have rules and why it is important to respect the class rules</p>	<p>Transition into year 1- meeting new Teachers.</p> <p>Moving on- sharing worries.</p> <p>Can explain their own knowledge and understanding and asks appropriate questions</p> <p>Children persevere and show resilience in the face of a challenge.</p> <p>Invites all familiar children into their play.</p>

		celebrate these? How do people from other countries/cultures celebrate these?		they deal with challenges and overcome them.		
CL	<p>Be able to listen well in a small group</p> <p>Can use good listening skills in a whole class session for a short period of time</p> <p>Act out stories that they have read in role-play</p> <p>Listen to poems, rhymes and songs</p> <p>Listen to a range of fiction and non-fiction books</p> <p>Learns new vocabulary and demonstrate their understanding of the vocabulary by using it in a range of contexts</p> <p>Listens to and joins in to conversations with adults and peers</p> <p>Use complete sentences in everyday talk</p>	<p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Explore the meaning of new words</p> <p>Knows to ask questions to find out more information</p> <p>Understands how to be a good listener</p> <p>Can engage in conversation and can answer questions about fiction and nonfiction books</p> <p>Talk about events, feelings, main characters and where a story is set</p> <p>With support talks about past, present and future events from their own life experiences</p>	<p>Answers questions from peers, showing an understanding of what has been asked</p> <p>Can recall poems, stories and rhymes</p> <p>Listen to and understand what has been taught in non-fiction books</p> <p>Listens to and continues a conversation with adults and peers</p> <p>Participate in small group discussions, offering their own ideas</p> <p>Describe and retell past, present and future events in one sentence using a connective and tenses</p> <p>Sing a few familiar songs in a small group</p>	<p>Join in with or initiate pitch changing call-and-response songs</p> <p>Ask questions to find out information based on their own fascinations and interests</p> <p>Listen to and respond to ideas on how to solve problems</p> <p>Learns new vocabulary demonstrating their understanding of the vocabulary by using it in a range of contexts</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked</p> <p>Identify favourite characters, events, or settings and talk about why they are their favourite</p>	<p>Respond to others (what they hear) with relevant questions</p> <p>Can recall a range of poems, stories and rhymes</p> <p>Learns new vocabulary demonstrating their understanding of the vocabulary by using it in a range of contexts</p> <p>Can hold a conversation considering what others have said before responding appropriately and continue for many turns</p> <p>Use and understand a wide range of vocabulary</p> <p>Participate in small group discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Can show good listening skills in a large group, e.g. assembly or pantomime</p> <p>Practise possible conversations between characters</p> <p>Understands the features of a non-fiction book, i.e. contents and index</p> <p>Use talk such as 'so that, because, I think, you could, it might be' to explain how things happen and why things work</p> <p>Language is influenced by an experience of books, children act out stories through role play activities and use appropriate vocabulary</p> <p>Recall the main points in a text in the correct sequence, using their own words and including</p>

	<p>Use connectives to link ideas such as, and, because</p> <p>Describe events in one sentence</p> <p>Use talk to explain own ideas</p> <p>Retell stories in their own words</p>	<p>Use repeated phrases from stories in play</p>	<p>Retell stories in the correct sequence, they draw on language patterns of stories.</p>	<p>Use taught vocabulary to talk about what they see in an image (non-fiction)</p> <p>Share thought processes with a friend</p> <p>Talk to others about how to solve problems</p>	<p>Describe past, present and future events in some detail using a range of connectives and correct tense</p> <p>Sing/retell a range of nursery rhymes/poems independently</p> <p>Talk about the words that they sing</p>	<p>new vocabulary</p> <p>Share thought processes in a group</p>
PD	<p>Changes speed and direction when moving in a variety of ways-like characters in the story-wolf-Red Riding Hood</p> <p>Kicking and stopping a ball from a partner</p> <p>Holds all mark making tools in a tripod grip and with good control</p> <p>Travel on a balance bike and other wheeled resources such as a skateboard with confidence and good control</p> <p>Use a knife and fork independently for mealtimes</p>	<p>Can explain how and why they have to look after their teeth</p> <p>Can talk about food and drink that can damage teeth</p> <p>Can sort images of party food and drink that can damage their teeth</p> <p>Children can copy letters and start to write the initial sounds of words</p> <p>Remember sequences and patterns of movements (skip, stamp, jump and clap) to music and rhythm)</p> <p>Move like a firework</p>	<p>Line up and wait with patience</p> <p>Balance on different parts of the body-like an astronaut</p> <p>Uses tools safely and with good control e.g. scissors, tweezers, clay/dough tools, pipettes, brushes, knives and construction kits.</p> <p>Children will accurately form lowercase letters taught (RWI)</p> <p>Bounce balls of different size back and forth to a partner</p>	<p>Children will form some capital letters correctly</p> <p>Complete own obstacle courses that involve changes of speed and direction movements-crawling in a tunnel, jumping into a hoop, jumping off a chair.</p> <p>Create own sequences and patterns to music and rhythm</p> <p>Uses language to talk about movement and direction</p> <p>Lifts and stacks large construction materials safely</p>	<p>Confidently climb and complete a fitness trail</p> <p>Move in a variety of ways with confidence such as rolling, hopping, skipping, jumping, running</p> <p>Consider others when travelling to negotiate space</p> <p>Create and perform with others sequences and patterns of movements to music and rhythm</p> <p>Use core muscle strength to achieve good posture when sitting at a table comfortably to write</p>	<p>Children will form most lowercase and capital letters correctly when writing independently</p> <p>Letter formation is automatic, fluent and efficient-simple sentence writing</p> <p>Understands the importance of staying on the pavement</p> <p>Start to ride a two wheeled bike</p> <p>Knows how to stop quickly when scootering and cycling</p>

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Literacy	Children will be able to recognise and read the majority of set 1 single letter sounds	Children will be able to read on sight the exception words: I, of, my, to, the, no.	Children will accurately form lowercase letters taught (RWI) when independently writing	Children will be able to segment and blend to read words with 3 and 4 letter sounds.	Children will form most lowercase and capital letters correctly when writing independently	Children can independently apply phonic knowledge to spelling a range of words
	Children will write their first name and some letters from their surname independently using correct letter formation and accurate capital letters	Children will apply phonic knowledge to accurately record the initial and end sounds in words by writing lists, labels and simple CVC words	Children will form some capital letters correctly	Children will be able to read on sight the exception words: the, your, said, you, my, are, he, of, no, I, of, my, to, the, no.	Children can correctly sequence a story or event using pictures and/or captions	Children can orally compose simple phrases and sentences to write for a purpose
	Children are learning new vocabulary and demonstrate their understanding of the vocabulary by using it in a range of contexts	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.	Children will be able to segment and blend to read words with 3 letter sounds.	Children will be secure recognising and reading all initial letter sounds	They listen to and talk about selected non-fiction texts with a focus on their understanding and knowledge of vocabulary	Children independently apply their knowledge of writing to recording simple sentences using capital letters, finger spaces and full stops
	Children engage in conversation and can answer questions when reading wordless fiction and nonfiction books	Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences	Children continue to learn new vocabulary demonstrating their understanding of the vocabulary by using it in a range of contexts	Children will be able to recognise and read the special friends th/sh/ch/ng/nk/qu.	They respond to questions about how and why something is happening.	All children will be able to blend CVC words and the majority will be able to blend 4/5 letter sound words
	Children will be able to orally blend sounds together and will be beginning to attempt to segment and blend CVC words	Independently access the features of a non-fiction book.	Children predict and anticipate key events based on illustrations, story content and title.	Children will apply phonic knowledge to accurately record all the sounds in CVC and CVCC words and will make plausible attempts to spell some high frequency words when writing for a range of purposes including lists, labels, short captions, phrases and simple sentences	Children know the difference between different types of texts (fiction, nonfiction, poetry)	Children will be introduced to Set 2 sounds and will recognise initial 6 sounds- (ay, ee, igh, ow, oo, oo) by the end of Reception in order to know at least 10 diagraphs.
			Children understand the structure of a non-fiction book is different to a fiction book.	They can identify favourite characters, events, or settings and	Play is influenced by experience of books	Children will be able to
				Children recall the main points in a text in the correct sequence, using		

			talk about why they are their favourite.	Children will show some awareness of using capital letters, finger spaces and full stops	their own words and including new vocabulary.	read on sight some common exception words
Mathematics	Counts objects, actions and sounds to 10	Recognise numbers to 10	Counts objects, actions and sounds to 15	Children to understand and find practically the composition of a number to 7	Counts objects, actions and sounds to 20	Recite numbers beyond 20
	Represents numbers on fingers	Explore number bonds to 5 (using resources)	Record quantities using numbers - write numbers to 10	Number bonds to 10 (using resources)	Subitise - children to recognise quantities in familiar patterns to 6	Automatically recall number bonds to 10
	Say how many objects there are in total cardinal principle	Find doubling facts to 6 with resources	Count out up to 10 objects from a larger group	Subtraction facts to 5 (using resources)	To record quantities through tallies, dots, number cards and writing numerals	Recognise numbers to 20
	Children to understand and find practically the composition of a number to 4	Links numerals and amounts to 10	Subitise - children to recognise quantities in familiar patterns to 4	Doubling facts to 10 (using resources)	Children to represent number on fingers to ten	Automatically recall subtraction facts to 5
	Count out up to 7 objects from a larger group	Recite numbers to 15	Children to represent number on fingers to ten (can count past 5 for support)	Fill containers to full, half full and empty, ordering containers by capacity using comparative language	Links numerals and amounts to 15	Automatically recall doubling facts to 10
	Subitise - children to recognise quantities in familiar patterns	To notice and copy patterns ABAB	Links numerals and amounts to 10	Construct 3D shapes - naming the shapes they have used and created, e.g. using sticks and sweets	Share objects equally	Children to understand and find practically the composition of a number to 10
	Name and use mathematical terms to describe 2D shapes	Explore capacity using language such as empty, half full and full	Copy and continue patterns ABB	Compose and decompose shapes in different ways, e.g. through folding paper, printing or shadow play	Say a number that is one more or one less than a number to 10	Notice mistakes when sharing, correcting to make this fair
	Explore and use language to describe weight, e.g. heavy and light	Name and use mathematical terms to describe 3D shapes	Order items by weight and use comparative language		Create and continue patterns, e.g. ABBC	Write number sentences more/one less to show one
	Sort odd and even numbers to 10	Order 3 items by length/height using		Use non-standard measures to compare weight	Recognise odd and even numbers to 20	
					To look at nets of	

	<p>Explore practically and use vocabulary such as long, short and tall to describe length</p> <p>Make comparisons between groups of objects and use words such as more than, less than and fewer</p>		<p>words to describe the length of the objects</p> <p>Use the words more than, less than, fewer, equal to and same as when comparing quantities</p>		<p>Estimate in non-standard measures how long/short objects are and measure to check</p> <p>Estimate which container holds the most water</p>	<p>shapes, e.g. 2D shapes built together to make a 3D shape</p>
UW	<p>Talk about members of their immediate family and community, they know why these people are important to them</p> <p>Talk about special events and times for their family linked to past and present</p> <p>Can talk about past and present events in their own life</p> <p>Talk about things they did over a period of time, children talk about what they did at the weekend, yesterday, this morning</p> <p>Beginning to know some similarities and differences between the past and now</p>	<p>Beginning to name the months of the year, children know the month their birthday is in</p> <p>Know that other people have different likes and dislikes to their own-Circle time what do you like?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Beginning to suggest reasons for why life was different in the past</p> <p>Complete investigations developing their experiences of working scientifically.</p>	<p>Recount an event, describe a character/key figure through discussion, simple images, mark making and role play- Whatever Next</p> <p>Beginning to order familiar events on a simple timeline</p> <p>Can talk about past and present events in their own life - photos baby and now</p> <p>Beginning to know some similarities and differences between the past and now</p> <p>Continue to explore the natural world around them, making observations and</p>	<p>Compare and contrast characters from stories, including figures from the past they have learnt about</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Build on their knowledge that people have different beliefs and celebrate special times in different ways</p> <p>Talk about the lives of people around them and their roles in society- what jobs do people in my family do-teachers-doctors etc</p>	<p>Order familiar events on a simple 'timeline' for example key events from a familiar historical story</p> <p>Understand that some places are special to members of their community, they demonstrate their knowledge through discussions, drawing pictures, mark making/simple sentences as well as in play</p> <p>Explore the natural world around them by completing investigations and observations</p> <p>Use simple scientific equipment, such as</p>	<p>Comment on images from the past and present using expected chronological vocabulary accurately - past and present seaside photos</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways, they reflect on the different celebrations and festivals they have learnt about recalling key facts and vocabulary.</p> <p>Recognise some</p>

	<p>Record what they have observed in the natural world</p> <p>Learn about the seasonal changes from summer to autumn observing and commenting on the changes in the environment around them</p>		<p>drawing pictures</p> <p>Understanding of seasonal changes</p>		<p>magnifying glasses to observe minibeasts found in the outside environment</p>	<p>similarities and differences between life in this country and life in other countries</p> <p>Can talk about changes in state in the context of their everyday life, for example they know an ice lolly will melt when left in the sun,</p>
<p>EAD</p>	<p>Mix colours using a range of painting materials</p> <p>Discuss what they are going to make and which materials they are going to use when constructing- explain why.</p> <p>Plan what they are going to create and decide which materials they are going to use to express them</p> <p>Children select appropriate tools for their purpose e.g. scissors for cutting, glue to attach.</p>	<p>Identify art in nature and create natural collages and transient art</p> <p>Use resources in imaginative play to create own resources and encourage imagination</p> <p>Show an understanding of adding white and black to colours to make darker or lighter tone when painting</p> <p>Watch dance and performance arts, live and through a range of ICT</p>	<p>Uses costumes and props related to dance and performance arts to incorporate into pretend play</p> <p>Sing a few familiar songs in a small group</p> <p>Use some words independently linked to describing music</p> <p>Children to explore a range of different joining materials</p> <p>Use tools effectively when constructing</p> <p>Cut along different lines with care and accuracy</p>	<p>Talk about how music makes them feel</p> <p>Talk about how dance makes them feel</p> <p>Discuss which roles they will play when acting out developing stories in role play</p> <p>Join in with or initiate pitch changing call-and-response songs</p> <p>Children to mix colours for a purpose e.g. to match the colours they see and want to represent</p>	<p>Children share creative ideas and plan together</p> <p>Children work with each other to make amendments and improve creations</p> <p>Discuss problems and explore ways to fix them</p> <p>Notice repetitive patterns in music</p> <p>Discuss changes that they can hear in music</p> <p>Sing a few familiar songs independently</p> <p>Retell/act out a familiar story in a small</p>	<p>Suggest what they would change on their model</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</p> <p>Talk about differences between two pieces of contrasting music</p> <p>Use a range of words to describe music, e.g. light, heavy, gentle, happy, sad</p> <p>Solve conflicts during imaginative group role play</p>

	<p>Use tools safely e.g use scissors cautiously and slowly</p> <p>To sit and listen to different genres of music to the end</p>	<p>Use props to support role play</p> <p>Copy pitch through song and games</p> <p>Sing a range of nursery rhymes</p>			group	Change their pitch appropriately when singing
SSMC/British Values	<p>Happiness</p> <p>Rules/Values</p> <p>Manners/Politeness</p> <p>Mutual Respect</p> <p>Honesty</p> <p>Mental Health Day</p> <p>Determination/Resilience</p> <p>Safety</p>	<p>Friendship</p> <p>Anti-Bullying Week</p> <p>Road Safety Week</p> <p>Road</p> <p>Self-Belief</p> <p>Perseverance</p> <p>Personal Identity</p> <p>Celebrations</p>	<p>Appreciation</p> <p>Encouragement</p> <p>Courage</p> <p>Safety</p> <p>Safer Internet Day</p> <p>Forgiveness</p>	<p>Patience</p> <p>Safety</p> <p>Keeping Healthy</p> <p>Easter</p> <p>Celebrations</p>	<p>Collaboration</p> <p>Community Spirit</p> <p>Focus</p> <p>Pride</p> <p>General knowledge</p>	<p>Eco friendly</p> <p>Team work</p> <p>Co- operation</p> <p>Anti-Social Behaviour</p> <p>First Aid</p> <p>General knowledge</p> <p>Aspirations</p>
	<p>We try to help</p> <p>We understand right from wrong</p>	<p>Anti-Bullying Week</p> <p>Road Safety Week</p> <p>Celebrations</p> <p>Respect the beliefs and culture of others</p> <p>We know that we are all special</p>	<p>Safer Internet Day</p> <p>We treat everybody equally</p>	<p>Celebrations</p> <p>We understand and respect the role of people who help us</p> <p>Respect the beliefs and culture of others</p>	<p>Keeping Healthy</p> <p>We understand the consequences of our actions</p>	<p>We listen to and respect other people's opinions and values</p>