



# St Luke's CE Primary School Early Years Curriculum Overview

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children in Reception learn and develop well through high-quality play in enabling environments, by adults modelling, through guided learning and direct teaching. Children are regularly encouraged to develop their own ideas, which is incorporated into curriculum planning. By acknowledging, and building on, children's own interests, children feel valued as an individual, someone who is an expert in their own life experiences. Alongside the child's interests, the curriculum in Reception covers a wide range of seasonal, cultural and topical themes throughout the year.					
<b>Enrichment Opportunities</b>	Local visit - First walk to church to meet Rev. Matt. Harvest Festival	Fire Engine visit from Merseyside Fire and Rescue. Theatre Visit to The Brindley.	Local visit - Spring Walk.	Trip to Imagine That! Visit from a police officer, doctor, children's nurse Dentist visit to discuss oral health.	Tadpoles Butterflies	Local nature walk. Walk to local library. Forest School Experience Day.
<b>Key Texts</b>  <b>Texts may change due to children's interests</b>	Elmer by David McKee Starting School - Janet and Allan Ahlberg The colour monster and The colour monster goes to school - Anna Llenas Only one you - Linda Kranz Little Red Hen - Jerry Pinkney Pumpkin Soup - Helen Cooper The Leaf Man - Lois Ehlert	Zog - Julia Donaldson How to catch a dragon - Caryl Hart and Ed Eaves Lost and found - Oliver Jeffers The Snowman - Raymond Briggs The Nativity	Goldilocks and The Three Bears - Robert Southey Kellogg Mr. Wolf's Pancakes - Jan Fearnley We're going on an egg hunt - Laura Hughes The Easter Story Spring by Asun Balzola	Zog and the flying doctors - Julia Donaldson Here We Are - Oliver Jeffers The Smeds and The Smoods - Julia Donaldson Whatever Next - Jill Murphy The way back home - Oliver Jeffers	The Tiny Seed - Eric Carle Supertato - Sue Hendra The teeny-weeny tadpole - Sheridan Cain Handa's Surprise - Eileen Brownes The Very Hungry Caterpillar - Eric Carle Mad about minibeasts - Giles Andreae The Crunching Munching Caterpillar - Sheridan Cain	The Snail and the whale - Julia Donaldson The Rainbow Fish - Marcus Pfister Tiddler - Julia Donaldson Somebody swallowed Stanley - Sarah Roberts Stella and The Seagull - Georgina Stevens
<b>Communication and Language</b>	Home Visits Settling in activities Children talking about experiences that are familiar to them Sharing facts about me! Familiar Stories Colour Monsters Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Learn rhymes, poems and songs. Daily circle and story time.	Weekend news Listening and responding to stories Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Explore how and why questions. Begin to answer questions in front of whole class.	Retell stories with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Follow stories with pictures and prompts. Share work with class by standing up at the front.	Describe events in detail using time connectives Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story Children to talk about their own passions / goals / dreams.	Re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Explore who, what, where, when, why and how questions. Begin to organise, sequence and clarify ideas and events.	Read aloud books to children that will extend their knowledge of previously taught facts. Select books containing photographs and pictures, for example, placed in different weather conditions and seasons. Explore a range of tenses when speaking in sentences.



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<b>Personal, Social, and Emotional Development</b>	<p>Explore different emotions and understand how people show emotions. Focus on independent dressing: coat on independently. Get changed for P.E with support. Self-care focus: independent toileting and wash hands. Encourage children to access different areas within the setting. Learn to seek support of adults when needed. Build confidence to speak to peers and adults.</p>	<p>Children to talk about how they are feeling. Begin to consider the feelings of others. Learn to adapt behaviour to a range of situations. Collaboratively develop class rules and understand the need to have rules. Learn how dress to PE independently. Play with children who are playing with the same activity. Begin to develop friendships.</p>	<p>To focus during longer whole class lessons. To follow two-step instructions Begin to show resilience and perseverance in the face of challenge. Practise doing zips and buttons Begin to work as a group with support. Use taught strategies to support turn taking.</p>	<p>Identify and moderate their own feelings socially and emotionally. Consider the feelings and needs of others. Listen to the ideas of other children and agree on a solution and compromise.</p>	<p>To control their emotions using a range of techniques. To set a target and reflect on progress throughout. Learn to identify and name healthy foods. Continue to manage own basic needs independently. Work as a group. Begin to develop relationships with other adults around the school.</p>	<p>Follow instructions of two steps or more. Understand the importance of healthy food choices. Show resilience and perseverance in the face of challenge. Build strong friendships.</p>
<b>Physical Development</b>	<p>Children learn to develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils, paintbrushes, scissors, knives, forks and spoons. Children revisit and repeat varied opportunities to explore and play with small world activities, threading, cutting, playdough, puzzles, arts and crafts and practice using small tools, in order to develop their proficiency, control and confidence. Adults in Reception support children to develop their gross motor skills by creating games and providing opportunities for play both indoors and outdoors. Children use the large play frame in the ROLA to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Practitioners also use picture books and other resources to explain the importance of a healthy lifestyle providing the foundation to social and emotional well-being.</p>					
<b>Literacy</b>	<p>Children in Reception are taught early reading through the Read, Write, Inc. phonics programme, beginning in their first week of school. Children are taught language comprehension through shared stories and talk with adults. They learn to read words through daily teaching of letter sounds and apply what they have been taught by reading words containing the sounds they know in matched sound-blending books.</p>					
<b>Mathematics</b>	<p>Children in Reception develop a deep maths-mastery foundation through daily NCETM lessons in addition to a range of play-based learning opportunities embedded within the Reception provision. Children also develop a secure base of mathematical knowledge through focusing on a number a week. Children are encouraged to notice numbers and numerical patterns within their immediate environment, spot connections, have a go and not be afraid to make mistakes. Reception teachers also make use of the 'Foundations' programme and use resources from Maths No Problem to enhance and develop a long-lasting understanding of Early Years mathematical skills.</p>					
<b>Understanding the World</b>	<p>Know about my own story. Identify similarities and differences between themselves and peers. Develop an understanding of religion. Know and recognise the signs of Autumn.</p>	<p>Explore similarities and differences between past and now. Know that different people have different religions. Know and recognise the signs of Winter.</p>	<p>Understand the past through events encountered in books. Know about people who help us. Explore features of the Earth.</p>	<p>Explore figures from the past. Know and recognise the signs of Spring. Learn about life cycles.</p>	<p>To know that peoples in other countries may speak in different languages. Know and recognise the signs of Summer.</p>	<p>Identify symbols on a map.</p>



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<b>Expressive Arts and Design</b>	Children in Reception learn to safely use and explore a variety of materials tools and techniques, experimenting with painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculpting, using musical instruments and singing.					
	Access Art: How can we use our bodies to make art? Hands Feet and my home.	Access Art: How can we explore colour? Collaging with wax crayon rubbings.	Access Art: How can we use our imagination? Imaginary landscapes collage.	Access Art: How can we explore materials and marks? Galaxy painting.	Access Art: How can we build worlds? Insect Hotels.	Access Art: What can we See? Shells.
	Kapow DT: Food – Soup	Kapow DT: Workshop – Junk modelling hedgehog hibernation box	Kapow DT: Seasonal -Hanging Easter decoration	Kapow DT: Structures – Rockets	Kapow DT: Textiles - Threading	Kapow DT: Seasonal – Flower threading
	Kapow Music: Exploring sound	Kapow Music: Celebration music	Kapow Music: Musical stories	Kapow Music – Music and movement	Kapow Music: Nature sounds	Kapow: Big band
<b>Religious Education</b>	Which people are special and why?	Questful RE: Early Years Christmas	Which times are special and why?	Questful RE: Early Years Easter	What is special about our world?	