

Westbury- on- Severn Church of England Primary School

EYFS Curriculum Overview



We will encourage pupils to “dream big” within our nurturing Westbury family, so that they leave us ready for life’s great opportunities.

At Westbury-on-Severn CE Primary School, our objective for the Early Years Foundation Stage is to inspire young learners through a range of first-hand experiences and to educate them for the next stage in their learning journey through a stimulating curriculum. Within our educational framework, we create opportunities that not only challenge our children but also motivate them to embrace calculated risks, both individually and collaboratively.

We firmly believe that the Early Years Foundation Stage plays a pivotal role in establishing robust foundations upon which children can continue their educational journey. Our main aim is for pupils entering our EYFS to flourish- not only in terms of physical, verbal, cognitive, and emotional dimensions but also developing an inherent love for learning. We provide a secure, safe and happy environment with clear routines and boundaries to support self-regulation. Our setting, both indoors and outdoors, is devised to ensure pupils are educated across the seven areas of learning. Our classroom environments are designed as “Communication Friendly Spaces” and this continues around the whole school. <https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf>

We have an on-site Forest School area that is visited by our Pre-school students at least three times per week. On a Friday, Pre-School has a Forest School session with Willow class allowing them to mix with the Reception and Year 1 children. Within this outside environment, our students engage with the nature, take calculated risks, develop collaborative skills, and problem solve. We encourage the children in their self-directed play, and the adults seek out “teachable moments” whilst playing alongside them.

At the heart of our educational philosophy lies the conviction that every child deserves the best start to their educational journey. Our EYFS is highly inclusive, with a curriculum that is characterized by its adaptability, ensuring a learning journey that meets the individual needs of every student. Our ultimate objective rests in providing children with a comprehensive curriculum, one that readies them for a lifetime of learning. Further details are expanded upon in our school's Early Years Foundation Stage (EYFS) Policy which can be found on our website.

This document identifies specific areas of learning, using **Development Matters** statements (<https://www.gov.uk/government/publications/development-matters--2/development-matters>) to ensure that the Preschool Curriculum is distinct and progressive to the Reception year. This includes their Literature Spine/nursery rhymes, PSHE and the Early Learning Goals, which is our aim for each child at the end of the Reception Year. We operate a 2 year rolling programme (Year A/B) because some pupils are in Chestnuts Preschool for more than one year, depending on when their birthday falls, and in Willow class Reception pupils are in a class with Year 1s and so spend two full years in this class.

Please see subject specific Curriculum documents for more detail about what is taught in both Preschool and Reception.

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Year A Preschool Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Traditional Tales/ Fairy Tales	Traditional Tales/Fairy Tales	Eric Carle	Eric Carle	Animals	Starting School
Pre- School Books	The Ghanaian Goldilocks The Three Billy Goats Gruff Little Red Riding Hood Rapunzel	The Princess and the Pea Jack and the Beanstalk Chicken Licken The Gingerbread Man	The Very Hungry Caterpillar Brown Bear, Brown Bear what do you see? The Mixed up Chameleon Slowly, Slowly, Slowly said the Sloth	Polar Bear, Polar Bear what do you hear? Have you seen my cat? The Tiny Seed From Head to Toe	Handra's Surprise The Tiger who Came to Tea Incy, Wincy Spider Dear Zoo	Sarah and Duck at the Library Harry and the Dinosaurs go to School The Colour Monster goes to School Spot Starts School
Nursery Rhymes	Twinkle, Twinkle Little Star Wheels on the Bus Incy, Wincy Spider Baa, Baa Black Sheep	Old MacDonald had a farm Head, Shoulders, knees and toes Row, Row, Row your boat Humpty Dumpty	Wind the Bobbin up Down at the Station 5 Currant Buns Three Blind mice	Jack and Jill went up the hill Sleeping Bunnies Little Bo Beep I'm a Little Teapot	A,B,C,D 5 Little ducks Miss Polly Had a Dolly The Grand Old Duke of York	5 Little Men in a Flying Saucer Little Peter Rabbit Ring-a-ring a roses 1,2,3,4,5 Once I caught a fish Alive
Themes	Knowing me, Knowing you!	On the Farm	Dinosaurs	People Who Help Us	Once Upon a Time	Happy Holidays
Reception Books	What Makes Me a Me? You Choose Super Duper You Non- fiction books	The Little Red Hen The Enormous Turnip Pumpkin Soup The Extraordinary Gardener	Harry and a Bucket full of Dinosaurs How to Wash a Woolly Mammoth The Dinosaur Department Store Non- fiction books	Officer Buckle and Gloria Daisy, The Doctor People Who Help Us	The Three Little Pigs Jack and the Beanstalk Little Red Riding Hood We're Off To Find A Fairy	The Lighthouse Keeper's Lunch Flotsam What the Ladybird Heard at the Seaside Julian is a Mermaid
Nursery Rhymes and songs	I've Got a Body One Finger, One Thumb Keep Moving If your Happy and you Know it Brush Your Teeth	Little Boy Blue I went to Visit a Farm One day Farmers in the Den Dingle, Dangle Scarecrow	Dinosaur, Dinosaur Turn Around A Dinosaur went Stomping One Day Do you know the Stegasaurus	Doctor Foster Five Little Firemen Miss Molly had a Dolly	There was a Princess Long Ago The Grand Old Duke of York There was an Old Woman who Lived in a Shoe	The big ship sails on the alley- alley oh 1,2,3,4,5, once I caught a fish alive

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<p>Communication and Language</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs 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:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use a wider range of vocabulary.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns</p>	<p>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.</p>
<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 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</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 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</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 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</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 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</p>

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	<p>develop a deep familiarity with new knowledge and vocabulary.</p>	<p>and some in their own words Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. 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. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. 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. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. 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. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. 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. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>
<p>Communication and Language Early Learning Goals</p>	<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG Children at the expected level of development will:</p>					

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	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Personal, Social and Emotional Development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>All of these are on-going throughout the year.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Develop their sense of responsibility and membership of a community.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating •being a safe pedestrian 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that</p>

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	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>		<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • being a safe pedestrian 	<p>support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • having a good sleep routine
<p>Personal, Social and Emotional Development Early Learning Goals</p>	<p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 					
<p>Coram SCARF</p>	<p>Me and My Relationship Marvellous me! I'm special People who are special to me</p>	<p>Me and my friends Friends and family Including everyone</p>	<p>People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body</p>	<p>Looking after myself Looking after others Looking after my environment</p>	<p>What does my body need? I can keep trying I can do it!</p>	<p>Growing and changing in nature When I was a baby Girls, boys and families</p>
<p>Coram SCARF</p>	<ul style="list-style-type: none"> •Why we have classroom rules •What's safe to go into your body? 	<ul style="list-style-type: none"> •Looking after special people 	<ul style="list-style-type: none"> •Thinking about feelings •Same and different 	<ul style="list-style-type: none"> •Harold's wash and brush up •Unkind tease or bully? 	<ul style="list-style-type: none"> •Inside my wonderful body 	<ul style="list-style-type: none"> •Super sleep •Yes I can

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					●Me and my body – girls and boys	
Physical Development	Go up steps and stairs, or climb up apparatus, using alternate feet Use large-muscle movements to wave flags and streamers, paint and make marks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips		Continue to develop their movement, balancing, riding Skip, hop, stand on one leg and hold a pose for a game like musical statues (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel	Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
Physical Development	Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility	Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility	Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility	Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing,	Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility	Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility

We follow the **GET SET for PE** scheme- please see PE docs for more detail.

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	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p>	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p>	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
<p style="text-align: center;">Physical Development Early Learning Goals</p>	<p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 					

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	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 					
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word <p>Engage in extended conversations about stories, learning new vocabulary.</p>	page sequencing		<p>the names of the different parts of a book</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	print can have different purposes we read English text from left to right and from top to bottom	
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Form lower-case letters correctly.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>

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		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<p>Literacy Early Learning Goals</p>	<p>Comprehension ELG Children at the expected level of development will:</p> <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; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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; • Write simple phrases and sentences that can be read by others. 					

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Mathematics	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<p>Recite numbers past 5. Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p>	<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Compare quantities using language: ‘fewer than’, Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 3D shapes (for example, circles, rectangles, triangles, cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Describe a familiar route</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...</p>	
Mathematics	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, 	

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	<ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 	<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>including sets of objects which have different attributes</p> <ul style="list-style-type: none"> • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
<p style="text-align: center;">Mathematics Early Learning Goals</p>	<p>Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		

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Understanding the World	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 Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice	Explore how things work Continue developing positive attitudes about the differences between people	Explore and talk about different forces they can feel	Understand the key features of the life cycle of a plant and an animal. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Plant seeds and care for growing plants. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	
Understanding the World	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.	Explore the natural world around them. Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community Name and describe people who are familiar	Explore the natural world around them. Recognise some environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.	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.	Explore the natural world around them Recognise some environments that are different from the one in which they live. Describe what they see, hear and feel whilst outside. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past. Understand that some places are special	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. Talk about members of their immediate family and community Comment on images of familiar situations in the past.

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	<p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. 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.</p>	<p>to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>			<p>to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	
<p>Understanding the World Early Learning Goals</p>	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; 					

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	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>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.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>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.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p>	<p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p>
Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music,</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music,</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore and engage in music making and dance,</p>

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	<p>expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Watch and talk about dance and performance art, expressing their feelings and responses.(PE) Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play.</p>	<p>and skills. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>and skills. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>performing solo or in groups. Develop storylines in their pretend play.</p>
<p>Expressive Arts and Design Early Learning Goals</p>	<p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 					

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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Traditional Tales/Fairy Tales	Traditional Tales/Fairy Tales	Lynley Dodd	Lynley Dodd	Animals	Starting School
Pre- School Books	Rapunzel Chicken Licken Pinocchio Cinderella	The Ghanaian Goldilocks Little Red Riding Hood The Gingerbread Man The Princess and the Pea	Hairy Maclary from Donaldson dairy Hairy Maclary Bone Hairy Maclary Slinky Malinki Hairy Maclary Scattercat	Hairy Maclary caterwaul Caper Hairy Maclary Rumpus at the Vets Hairy Maclary Showbusiness Hairy Maclary Sit	Owl Babies Rosie's walk Handra's Hen Farmer duck	I'm Too Absolutely Small for School Whiffy Wilson, the Wolf Who Wouldn't go to School Come to School Too Blue Kangaroo The Colour Monster goes to school
Nursery Rhymes	Twinkle, Twinkle Little Star Wheels on The Bus Incy, Wincy Spider Baa, baa black sheep	Old MacDonald Had a Farm Head, Shoulders, Knees and Toes Row, Row, Row your Boat Humpty Dumpty	Hickery Dickory Dock Dingle Dangle Scarecrow Five Little Speckled Frogs One Finger, One Thumb keep moving	Ten Fat Sausages One, two, Buckle my Shoe Hey Diddle diddle Here we go round the Mulberry Bush	Polly Put the kettle on Little Miss Muffet If you're happy and you know it Mary, Mary quite contrary	Ten Green bottles I hear thunder Round and round the garden Two little dickie birds
Themes	Amazing Animals!	Blast Off!	The Bear Necessities	Superheroes	Castles	Off We Go!
Reception Themes and Books	Elmer The Lion Inside The Snail and the Whale Non- fiction books	The Smeds and the Smoos Piggles' Guide to Space Shuttles Astro Girl Look Up Non- Fiction Books	Goldilocks and the 3 Bears Peace at Last Winnie the Pooh	Supertato, Superworm Superheroes Don't Get Scared...or do they? A SuperPower like Mine	Small Knight and George and the Chocolate Cake Sir Scallywag Non- Fiction Books	Mr Gumpy's Outing Hot Air Balloons Oi, Get Off our Train! Non- Fiction Books
Nursery Rhymes and Songs	The Animal Fair One Elephant Went out to Play The Animals went in Two by Two Down in the Jungle	Zoom, Zoom, Zoom, we're Going to the Moon 5 Little Men in a Flying Saucer Hey Diddle Diddle	The Bear went Over the Mountain When Goldilocks Went to the House of the Bears 5 Little Bears	If I was a Superhero How to be a Superhero	Old King Cole Pussy Cat, Pussy Cat The Grand Old Duke of York	Down at the Station Early in the Morning Five Little Firemen The Train
Communication and Language	Start a conversation with an adult or a friend and continue it for many turns.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs Develop their communication but may	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use a wider range of vocabulary.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar	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.

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		<p>continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. 	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>		<p>books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p>	
<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Develop social phrases.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Develop social phrases.</p>

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		<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. 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. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. 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. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. 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. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. 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. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>
<p>Communication and Language Early Learning Goals</p>	<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 					

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	<p>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<p>Personal, Social and Emotional Development</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>All of these are on-going throughout the year.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Develop their sense of responsibility and membership of a community.</p>
<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>See themselves as a valuable individual.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>valuable individual.</p>	<p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p>

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	Think about the perspectives of others.		<ul style="list-style-type: none"> • being a safe pedestrian Manage their own needs. • Personal hygiene 	Think about the perspectives of others.		
Personal, Social and Emotional Development Early Learning Goals	<p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others’ needs.</p>					
Coram SCARF	Me and My Relationship Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Coram SCARF	<ul style="list-style-type: none"> •Why we have classroom rules (Y1) •Our feelings •Who can help me? 	<ul style="list-style-type: none"> •Who are our special people? •Harold’s school rules. 	<ul style="list-style-type: none"> •Safe indoors and outdoors •My feelings 	<ul style="list-style-type: none"> •Then and now •Good or bad touches 	<ul style="list-style-type: none"> •Life stages – who will I be? •It’s not fair! 	<ul style="list-style-type: none"> •Harold’s money •Where do babies come from? •Keeping privates, private
Physical Development	Go up steps and stairs, or climb up apparatus, using alternate feet		Continue to develop their movement, balancing, riding	Choose the right resources to carry out their own plan. For example, choosing a	Start taking part in some group activities which they make up for themselves, or in teams.	Increasingly be able to use and remember sequences and patterns of movements which

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	<p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>		<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand</p>	<p>spade to enlarge a small hole they dug with a trowel</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p>	<p>are related to music and rhythm</p>
Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other</p>

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		<p>body-strength, balance, co-ordination and agility.</p>	<p>physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p>	<p>and accuracy when engaging in activities that involve a ball.</p>	<p>physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
<p style="text-align: center;">Physical Development Early Learning Goals</p>	<p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; 					

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	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. 					
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word <p>Engage in extended conversations about stories, learning new vocabulary.</p>	page sequencing		<p>the names of the different parts of a book</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>print can have different purposes we read English text from left to right and from top to bottom</p>	
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Form lower-case letters correctly.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>

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		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<p>Literacy Early Learning Goals</p>	<p>Comprehension ELG Children at the expected level of development will:</p> <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; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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; • Write simple phrases and sentences that can be read by others. 					

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Mathematics	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<p>Recite numbers past 5. Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p>	<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Compare quantities using language: ‘fewer than’, Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 3D shapes (for example, circles, rectangles, triangles, cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Describe a familiar route</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...</p>	
Mathematics	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of 			

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	<p>patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<p>number frame</p> <ul style="list-style-type: none"> • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 		
<p>Mathematics Early Learning Goals</p>	<p>Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 				
<p>Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar</p>	<p>Explore how things work. Continue developing positive attitudes about the differences between people.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Show interest in different occupations</p>	<p>Plant seeds and care for growing plants. Know that there are different countries in the world and talk about the differences they have</p>

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	<p>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 Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice Plant seeds and care for growing plants. Continue developing positive attitudes about the differences between people.</p>			<p>Explore and talk about different forces they can feel</p>	<p>experienced or seen in photos.</p>	
<p>Understanding the World</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some similarities and differences between life</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family</p>	<p>Explore the natural world around them. Draw information from a simple map. Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Draw information from a simple map. Recognise some environments that are different from the one in which they live.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>

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	<p>in this country and life in other countries. Explore the natural world around them. 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.</p>	<p>and community. Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>in the past. Compare and contrast characters from stories, including figures from the past.</p>		<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>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.</p>
<p>Understanding the World Early Learning Goals</p>	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					

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

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	<p>Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>Develop storylines in their pretend play.</p>	
<p>Expressive Arts and Design Early Learning Goals</p>	<p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 					