

**2021 - 2022**  
**EYFS Curriculum Overview**

At Morden Primary School we use the Educational Programmes as outlined in the Government's EYFS Statutory Framework as the starting point for all learning –

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework)

To enhance the Education Programmes, EYFS teachers also use their professional experience alongside the following non-statutory documents –

[Development Matters - non-statutory curriculum guidance for EYFS \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/development-matters-non-statutory-curriculum-guidance-for-eyfs)

<https://www.birthingto5matters.org.uk/wp-content/uploads/2021/04/Birthingto5Matters-download.pdf>

20221-2022 Breakdown	Autumn 1 7 weeks	Autumn 2 6 weeks	Spring 1 5 weeks	Spring 2 5 Weeks	Summer 1 5 weeks	Summer 2 6 Weeks
<b>Topic</b>	<b>'Magical Marvellous Me'</b>	<b>'Let's Celebrate'</b>	<b>'Once Upon a Time'</b>	<b>'Ready, Steady Grow'</b>	<b>'All Creatures Great and Small'</b>	<b>'Summer Splash'</b>
<b>Key Activities</b>	Ourselves, family and friends	Birthdays, Diwali, Firework night, Christmas	Food, cooking, healthy eating	Seeds, plants, gardening, tadpoles, butterflies	Farm animals, hatching ducklings, minibests	Water, boats, cleaning, fish, health, safety
<b>Cultural Capital Event</b>	Nurse	Fire Brigade	Oral Hygiene	Police	Animal Handler	Water Safety

**Prime Areas**

**Education Programme coverage over the EYFS –**

**Communication and Language**

- Communication and Language underpins all learning and development.
- Daily interactions with adults and peers, adults extending children's language by commenting on what they are doing or what they can see through a language rich environment.
- Adults comment on what children are interested in or doing, and echoing back what they say with new vocabulary added.
- Using photos/objects to talk about family occasions or special events.
- Adults reading frequently to children, as a group or 1:1, engaging them actively in stories, non-fiction, rhymes and poems.
- Resources available for story-telling – e.g. puppets, small world, story sacks
- Stimulating role play areas to encourage talk and sharing ideas - where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

		<ul style="list-style-type: none"> <li>Participate in the '8 Rhyme Challenge'</li> </ul>					
<b>Education Programme coverage over the EYFS – Personal, Social &amp; Emotional Development</b>		<ul style="list-style-type: none"> <li>Crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.</li> <li>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</li> <li>Children should be supported to manage emotions and develop a positive sense of self.</li> <li>Children should set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</li> <li>They will learn how to look after their bodies, including healthy eating, and manage personal needs independently.</li> <li>They learn how to make good friendships, co-operate and resolve conflicts peaceably.</li> </ul>					
<b>Personal, Social &amp; Emotional Development</b>	<b>PSHE whole school link topic</b>	Health and Wellbeing This is me!	Health and Wellbeing Celebrating Difference	Relationships Healthy Me	Relationships Changing Me	Living in the Wider World Relationships	Living in the Wider World Going for goals
	<b>RE topic</b>	We are Special	Special Times	Special Stories	Our wonderful World	Special Things	Special Places
<b>Education Programme coverage over the EYFS – Physical Development</b>		<ul style="list-style-type: none"> <li>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.</li> <li>Physical Development focuses on Gross Motor Development and Fine Motor Development.</li> <li>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</li> <li>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.</li> <li>Children will be provided with a range of activities and resources, inside and outside to develop physical skills.</li> <li>Large muscle movements will be developed first which will then give the children the skills they need to complete fine motor activities.</li> <li>Children will be assisted to become independent in using the toilet, washing their hands, dressing and undressing (coats, shoes, boots), using a tissue and having a drink</li> <li>Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</li> </ul>					

## Specific Areas

<b>Education Programme coverage over the EYFS – Literacy</b>		<ul style="list-style-type: none"> <li>• Life-long love of reading.</li> <li>• Reading - Language comprehension adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.</li> <li>• Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</li> <li>• Writing - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</li> </ul>					
<b>Literacy Focus Texts</b> <i>(please note this section is under development)</i>	<b>Nursery</b>	Goldilocks and the 3 bears Brown bear what do you see? Busy People: Doctor	Whatever Next! Owl Babies The First Christmas Busy People: Firefighter	The Gingerbread Man Handa's Surprise	Jack and the beanstalk The Very Hungry Caterpillar	Dora's Chicks Rosie's Walk	Pirates Love Underpants Rainbow Fish
	<b>Reception</b>	Let's Make Faces Only One You This is our House Rainbow Fish	Georges Dragon at the Fire Station The Jolly Postman Goodnight Moon Stickman	Goldy Luck and the Three Pandas Wombat Stew	The Very Hungry Caterpillar Jack and the Beanstalk	The Snail and the Whale The Great Pet Sale Lulu gets a Cat Dear Greenpeace	Splash, Anna Hibiscus The Lighthouse Keepers Lunch
<b>Nursery Speaking &amp; Listening/Phonics Focus</b> <i>(Please note that Reception phonics is continuously re-mapped based on where children are. Currently Letters &amp; Sounds is used to form the basis for this</i>		Phase 1 Phonics: Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme	Phase 1 Phonics: Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme Alliteration	Phase 1 Phonics: Environmental Sounds: different volumes, sound lotto Instrumental sounds:	Phase 1 Phonics: Environmental sounds: behind a screen Instrumental sounds: play an instrument to describe an action	Phase 1 Phonics: Rhythm and rhyme Alliteration: sort objects beginning with the same sound Voice sounds: Robot Talk Oral blending/segmenting:	Phase 1 Phonics: Rhythm and rhyme: continue a rhyming string Alliteration: look at an object and recognise

mapping.)		Voice sounds	remember and repeat a rhythm Body Percussion: fast/slow Rhythm and rhyme Alliteration: modelling through stories and rhymes Voice sounds	Body Percussion: use voice to make loud/quiet, slow/fast, short/long sounds Copy a sequence Rhythm and rhyme: rhyming objects Alliteration Voice sounds	sound talk Identify objects with 3 phonemes from sound talk	the initial sound Voice sounds: Robot Talk Oral blending and segmenting: sound talk, segmented words
<b>Education Programme coverage over the EYFS – Mathematics</b>	<ul style="list-style-type: none"> <li>• Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.</li> <li>• Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</li> <li>• Frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</li> <li>• Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</li> <li>• Positive attitudes and interests in mathematics.</li> <li>• Look for patterns and relationships and spot connections.</li> <li>• Not be afraid to make mistakes.</li> </ul>					
<b>Nursery Mathematics</b>  <i>(Please see Power Maths Overview for Reception detail)</i>	<b>Numbers:</b> Counting by rote to 3 Number rhymes to 3 Counting objects to 3	<b>Numbers:</b> Counting 0-3 from a larger group Twoness of 2 Threeness of 3 Splitting 3 in	<b>Numbers:</b> Fourness of 4 Counting 0-4 from a larger group One more/one less	<b>Numbers:</b> Fiveness of 5 Counting 0-5 from a larger group Recognise groups with	<b>Numbers:</b> Sorting objects into 2 groups using songs and rhymes: 5 speckled frogs – how many in the pond, on the log?	<b>Numbers:</b> Number rhymes to 5 Using 'careful counting finger' for accurate counting

		Comparing quantities: more and less One ness of 1 Number line 0-5  Daily routines  Explore 3D shapes  Understand position through words alone	different ways, total remains the same  Describe a familiar route  Talk about and identify patterns around them.  Select shapes appropriately  Compare objects by weight	than 4 Splitting 4 in different ways, total remains the same  Begin to describe a sequence of events  Talk about and explore 2D shapes  Extend and create patterns	1,2,3,4 or 5 objects Matching groups with the same number of objects (0-5) Number stories using language of biggest and smallest  Compare objects by length, size	5 little ducks – how many in the pond, over the hills, altogether?  Discuss routes and locations, using words like 'in front of' and 'behind'  Notice and correct an error in a repeating pattern	Comparing quantities: more and less  Compare objects by capacity
<b>Education Programme coverage over the EYFS – Understanding the World</b>		<ul style="list-style-type: none"> <li>Guiding children to make sense of their physical world and their community.</li> <li>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.</li> <li>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</li> <li>Enriching and widening children's vocabulary.</li> </ul>					
<b>Understanding the World</b>	<b>Nursery</b>	Our local environment - what buildings can we see near our Nursery - walk around area	Autumn – observe changes, talk about natural objects Autumn Walk to the park Light/Dark experiments	Winter – observe changes Hot/cold experiments Cooking – observe changes	Spring – observe and talk about changes, grow seeds, tadpoles, butterflies, gardening	Observe features of animals – similarities/differences Visit to farm, hatch ducklings	Summer – observe changes Floating/sinking experiments

	<b>Reception</b>	Our local environment - what buildings can we see. near our school - walk around area.	Light and dark.  Walk to the local post box to send a letter.	Observing changes – hot and cold. Cooking activities.	How plants grow.	Observe features of animals – similarities/differences.	Floating and Sinking.  Exploring solids, liquids and gas.
<b>Education Programme coverage over the EYFS – Expressive Arts and Design</b>		<ul style="list-style-type: none"> <li>• The development of children’s artistic and cultural awareness supports their imagination and creativity.</li> <li>• Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</li> <li>• Development of their understanding, self-expression, vocabulary and ability to communicate through the arts.</li> <li>• Frequency, repetition and depth of their experiences to their progress in interpreting and appreciating what they hear, respond to and observe.</li> </ul>					
<b>Possible visits, events &amp; celebrations, topic launches</b>		<p>Teddy Bear Picnic.</p> <p>Walk around local environment.</p>	<p>. Divali – 4<sup>th</sup> Nov . Firework Night – 5<sup>th</sup> Nov . Christmas</p> <p>Autumn Walk - around school grounds</p> <p>Christmas Party and visit from Santa.</p>	<p>. Chinese New Year Feb 1<sup>st</sup> (Year of the Tiger)</p> <p>Visit the school kitchen for children to see what goes on. Children have a snack</p> <p>Visit to Sainsburys (Central Road) to buy ingredients to make 'Gingerbread Men'/healthy</p>	<p>. Pancake Day 1<sup>st</sup> March . Mother's Day 27<sup>th</sup> March . Easter 17<sup>th</sup> April</p> <p>Visit to Garden Centre.</p>	<p>Visit to Bocketts Farm  Queen's 70<sup>th</sup> Jubilee</p>	<p>Father's Day 19<sup>th</sup> June</p> <p>Pirate Day - Party</p> <p>Sports Day</p> <p>End of year celebration</p>

			recipe of children's suggestion.			
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