High.	EYFS Curriculum Overview 2021/22						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
~	What is special about our community?		What makes our natural world special?		Are all environments special?		
Communication & Language	Listening, Attention and Understanding Listening and responding to stories	Listening, Attention and Understanding Responding to actions in group sessions	Listening, Attention and Understanding Holding back and forth conversations	Listening, Attention and Understanding Making comments on what they have heard and asking questions.	Listening, Attention and Understanding Responding with relevant questions	Listening, Attention and Understanding Holding conversations and responding appropriately	
	Speaking Participating in small groups discussions	Speaking Offering own ideas in small group discussions	Speaking Offering explanations	Speaking Using new vocabulary in explanations	Speaking Expressing ideas and feelings in small groups	Speaking Expressing ideas and feelings in larger groups	
Personal, Social & Emotional	Managing Self School rules & rules in the wider community	Self-Regulation Understanding own feelings	Managing Self Healthy food choices	Managing Self Independence, perseverance and resilience	Managing Self Importance of good hygiene	Self-Regulation Understanding and communicating own feelings	
Development	Building Relationships New friendships	Building Relationships Co-operative play	Building Relationships Thinking about others	Self-Regulation Focused attention activities	Building Relationships Thinking about others and our environment	Building Relationships Transition to Year 1	
Physical Development	Lancashire PE Passport Fundamental Movement Skills	Lancashire PE Passport Fundamental Movement Skills	Lancashire PE Passport Fundamental Movement Skills	Lancashire PE Passport Fundamental Movement Skills	Lancashire PE Passport Fundamental Movement Skills	Lancashire PE Passport Fundamental Movement Skills	
	Continuous daily gross and fine motor skills activities	Continuous daily gross and fine motor skills activities	Continuous daily gross and fine motor skills activities	Continuous daily gross and fine motor skills activities	Continuous daily gross and fine motor skills activities	Continuous daily gross and fine motor skills activities	

	Comprehension:	Comprehension:	Comprehension:	Comprehension:	Comprehension:	Comprehension:
	●Joining in with	Retelling and	 Recording familiar 	Developing own	 Retelling stories 	Accurately
	stories and rhymes	sequencing stories;	stories through	narratives and	using actions	anticipating events in
		-role play	pictures/mark making	explanations by	Explaining main	a story
		-story maps	Discussing work	connecting ideas or	events in stories	•Drawing a character
		-small world	using recently	events.		or a setting from a
		-mark making	introduced vocabulary			story.
	Word Reading:	Word Reading:	Word Reading:	Word Reading:	Word Reading:	Word Reading:
	•What can we hear	Differentiated	Differentiated	Differentiated	Differentiated	Differentiated
	around us? (Phase 1)	Phonics Groups	Phonics Groups	Phonics Groups	Phonics Groups	Phonics Groups
	●RWI Set 1 sounds	●Oral blending	●Oral blending	•CCVC/CVCC	●CCVC and CVCC	•Reading simple
Literacy	Oral blending	•Simple CVC blending	●CVC/CCVC blending	blending	blending	sentences fluently.
	●Simple CVC blending	◆Tricky words	 Sentence reading 	 Sentence reading 	 Sentence reading 	Reading CVCC and
			●Tricky words	●Tricky words	Tricky words	CCVC words
	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:
	Mark making	Mark making	Mark making	●CCVC words	●CCVC words	•Story writing
	 Name writing 	 Name writing 	●CVC words	•Sentence writing	●Sentence writing	including some tricky
	●RWI Set 1 sounds ●Letter formation	Letter formationSimple CVC words	●CCVC words ■Sentence writing	including some tricky words	including some tricky words	words which are spel correctly
		Labelling	including some tricky	Retelling part of a	 Retelling part of a 	 ■Beginning to use ful
			words	story	story	stops and capital
						letters
						Letter to Year 1
						teacher
	Number:	Number:	Numerical Pattern:	Numerical Pattern:	Number:	Number:
Maths	1-5	6 – 10	(1 – 5) 1 more/1 less	(6 – 10) 1 more/1 less	Reading and writing	In depth what does
	In depth what does	In depth what does	Counting beyond 10.	Comparing and	numbers up to 20.	an amount look like?
	an amount look like?	an amount look like?		ordering		

			Shape, Space &		Numerical Pattern:	Problem solving.	
	Shape, Space &	Shape, Space &	Measure:	Shape, Space &	Counting to 20 and		
	Measure:	Measure:	Positional language	Measure:	beyond.	Shape, Space &	
	2D Shapes	Measuring length	Repeating patterns	Money		Measure:	
				Symmetrical patterns	Shape, Space &	Estimating capacity –	
					Measure:	water and sand.	
					How heavy/light?		
					Comparing mass.		
	Past & Present	People, Culture and	The Natural World	The Natural World	The Natural World	Past & Present	
	People around us and	Communities	Exploring the natural	Plant and animal	Similarities and	Similarities and	
	their roles in society	Religious and cultural	world around us	observations	differences between	differences between	
	in the past and	communities			local environments	past and present	
	present.		Past & Present	The Natural World	and other countries	environments	
Understanding the		The Natural World	Animals now & then	Seasons			
World	People, Culture and	Seasons		States of Matter	People, Culture and	The Natural World	
	Communities				Communities	Seasons	
	Looking at our				Looking at other	States of Matter	
	Community.				countries		
	Creating with	Being Imaginative	Creating with	Being Imaginative	Creating with	Being Imaginative	
	Materials	and Expressive	Materials	and Expressive	Materials	and Expressive	
	Exploring materials	Singing nursery	Using props in role	Creating own	Experimenting with	Role playing stories	
	and tools	rhymes and songs	play	narratives	new tools – risk		
Expressive Arts &					assessment		
Design		Creating with	Being Imaginative	Creating with		Creating with	
		Materials	and Expressive	Materials	Being Imaginative	Materials	
		Sharing creations	Role playing stories	Exploring materials	and Expressive	Experimenting with	
				and tools	Dance – move in time	new tools	
					to music		
	Child-led Learnina –	We have mapped out	the areas of learnina a	and overarchina them	es for the vear but lear	ning will be directed	
	Child-led Learning – We have mapped out the areas of learning and overarching themes for the year but learning will be directed by the children's interests and their individual learning journeys.						
	by the children's interests and then maividual rearring journeys.						