

Long Row Primary School – EYFS Curriculum Overview

Autumn Term 2024-2025

<u>Enquiry questions:</u> Discover – ‘We are Historians’	1. Who is in my family? 2. Where do I belong?	3. How do we change over time? 4. How have familiar places changed over time?	
Characteristics of Effective Learning			
<u>Playing & exploring</u> Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. Make independent choices.	<u>Active learning</u> Begin to predict sequences because they know routines. Begin to correct their mistakes themselves. Keep on trying when things are difficult.	<u>Creating & thinking critically</u> Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems.	
Area of Learning	Activities & Outcomes	Children in Nursery will learn to...	Children in Reception will learn to...
Communication & Language:			
Listening, Attention & Understanding Speaking	Having daily conversations with every child. Reading and sharing stories with the children – 1:1, small groups and as a whole class. Singing songs and sharing poems. Modelling the correct tenses back to the children. Having positive and meaningful interactions within play and giving opportunities for back-and-forth conversations. Playing listening games.	Listen with interest to adults Listen to a short story that interests them. Be interested in sounds and songs. Begin to sing some favourite rhymes. Focus attention when their name is called. Understand a simple sentence Understand simple concepts such as fast/slow Understand simple questions (who, what, where) Say a simple sentence but may mix up tenses and plurals. Use a sentence with 4 to 6 words.	Listen to a story with increasing attention for a few minutes (may still fiddle and squirm!) Talk about favourite stories to build familiarity Stop what they are doing on a signal most of the time Begin to ask questions when the subject interests them Understand how to listen carefully and that listening carefully is important. Begin to ask and answer questions Use familiar vocabulary through the day and begin to learn new vocabulary.
Vocabulary		Group, community, belong, rules (Be Ready, Be Safe, Be Respectful) Feelings words- see above.	Stop, look and listen Show me ready... Ready in 5, 4, 3, 2, 1, ready 1, 2, 3 back to me! Turn, talk and tell Once upon time They all lived happily ever after

Personal, Social and Emotional Development:			
Self-Regulation Managing Self Building Relationships	Reception: Implement PSHE Scheme: - Being Safe and Responsible (Autumn 1) - Bullying Matters and Emotions (Autumn 2) Responding to the children's increasing independence when using the resources in continuous provision. Using daily routines to encourage responsibilities – self-directed choosing, tidy up time, pouring drinks for snack, hanging coats up and so on. Following the interests of the children and give value to their ideas. Making time each day to have meaningful conversations with each child, listening to them and taking part in two-way conversations. Getting to know each child and their family and bringing elements of home lives and cultures into the classroom. Identifying and recognising children's interests and bringing these into our setting.	Enjoy the company of other children and want to play with them. Begin to be more outgoing with unfamiliar people and show more confidence in new social situations. Select and use resources with help. Play with at least one other child, giving cues in play. Begin to find solutions to conflicts - sharing with others or taking turns Follow simple class rules, understanding why they are important. Develop a sense of responsibility within the class. To settle at a self-chosen activity for a short period of time.	Recognise that they belong to different communities and social groups. Talk freely about their own home and community. Seeks out a familiar adult for comfort, help and assistance. See themselves as a valuable individual. Begin to express their feelings and start to consider the feelings of others. Begin to manage their own personal needs.
Vocabulary		Greetings: Hello, goodbye, see you soon, how are you? School rules: Ready, safe, respectful Feelings: Happy, sad, scared, angry Safe, clean, healthy, food, snack, water	School vision: Inspire, respect, belong School rules: Ready, safe, respectful Community, school, family, friends, class peers Feelings: Happy, sad, excited, anxious, scared, sad, nervous, fear, angry, calm, confused, love Hygiene, clean, healthy, diet, exercise, active, wellbeing
Physical Development:			
Gross Motor Skills Fine Motor Skills	Paint with variety of brushes and rollers, large chalk, make marks with water on large vertical surfaces or in a tray of coloured sand. Use walls as easels to stimulate large shoulder and arm movements. Go on a short walk around our school field to collect things or organise visit to the River Gardens, local coffee shop, pet shop etc.	Further develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large muscle movements to wave flags, ribbon streamers, paint and make large marks. Select and use resources with help.	Confidently and successfully roll, crawl, hop, walk, jump, run, skip, and climb! Continue developing their small motor skills so they can use a range of tools – knives, forks, scissors, tweezers & tongs. Continue developing small motor skills so that the children can use pencils for drawing, mark making and writing and a etc.

	Walking up and down steps within classroom and playground and using climbing equipment. Having streamers, ribbons and pom poms to wave and make large movements to music. Providing regular access to outdoor space so children can run and move. Having a range of surfaces to feel, move and balance on. Using our large school field, Forest School and PE lessons (with a sports coach) to use different surfaces, resources and techniques. Providing open ended materials for extended, repeated and regular practising of physical skills – lifting, carrying, pushing, pulling, constructing, stacking, climbing or balancing. Ensuring the children in reception build on nursery and have developed upper arm and shoulder strength sufficiently – arm movement to music and working at easels, painting up walls or drawing on the floor using large paper and different mark making tools. Making sure the children can move and rotate their lower arms and wrists independently – PE warm up activities & begin SSPF handwriting. Nip, flip and grip method for holding their pencil. Opportunities for threading, tapping, joining materials, cutting, pouring, stirring, dancing with scarves, spray bottles, dressing and undressing dolls, small world play, making models and playdough play.		range of paintbrushes to create artwork. Develop the foundations of an efficient handwriting style – correct orientation and letter formation. Begin comfortably and correctly sitting at tables to draw, mark make and write.
Vocabulary		Hop, skip, jump, move, kick, together, carry, support, safe, grip/hold, write, mark, squeeze, flat, squish, roll, bend	Roll, crawl, walk, run, jump, hop, skip, climb, control, safe, muscles, straight, comfortable, throw, aim, catch, kick, pass, bat, thread, write, form, nip, flip, grip

Literacy:

- **Comprehension**
- **Word Reading**
- **Writing**

Nursery:

Introduce **short** SSPF Sessions:

- Firm Foundations

Texts:

Peace at Last

Pip & Posy stories

Lots of familiar stories and rhymes – repetitive.

Make changes to familiar rhymes.

Opportunities for mark making and emergent writing using different resources.

Modelling writing for a purpose – names, lists, making story maps, writing letters and making notes/messages.

Reception:

Introduce SSPF Sessions:

- Basics 2

Drawing Club:

Book: The Colour Monster	
Tale: The Enormous Turnip	Hansel & Gretel
Book: We're going on a bear hunt	Dark, dark tale
Animation: Mr Benn - Zookeeper	The Christmas Pine

Other texts: Poetry

Halloween theme (e.g. pumpkins & potions)	Firework Sound Poem
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The colour monster goes to school	
After The Storm	
The Gigantic Turnip	
Tree	
The Oak Tree	
The Leaf Thief	
Little Goose's Autumn	
Pattan's Pumpkin by Chitra Soundar	
Winnie's Amazing Pumpkin	
The Gigantic Turnip	

Value books and identify favourite books.

Hold a book the correct way and turn the pages carefully.

Enjoy sharing a book with an adult and friends.

Join in with actions and repetitive refrains / verses.

Engage in extended conversations about stories, learning new vocabulary.

That the marks they make have value.

Distinguish between the different marks that they make

Handle books with increasing competency and care.

Listen to stories and join in when reading 1:1, small group or whole class.

Begin to show an awareness of the way stories are structured.

Tell their own stories independently.

Talk about events and the main characters in familiar stories.

Show continued interest in illustrations.

Recognise familiar words e.g. own name and names of people who are important to them.

Read individual letter sounds and recognise corresponding graphemes – linked to Supersonic Phonic Friends.

Begin to blend sounds into words, so that they can read short words made up of known letter (sound correspondences) – linked to SSPF

Clap out the syllables in words.

Begin recognising some high frequency words.

Introduce a storyline or narrative into their play.

Take part in emergent writing - lines, squiggles, using letters they know (from name) within play.

Write some or all letters of their name. Be aware that names start with capital letters.

Tell a simple story or event.

Give meaning to marks that they draw, paint or mark make in the environment.

Recognise spelling for the sound – SSPF Basics 2

Hear and say the initial sounds in words. Use the correct pencil grip using 'nip, flip, grip' technique.

Begin letter formation using SSPF Curly Cal and his Handwriting Pals – Len's Ladder Letters 1 (l t i u y j).

Begin writing some SSPF Basic 2 spellings.

Write some spellings and numbers as codes in their Drawing Club work.

	Further extending 'Book Talk' opportunities – make predictions (VIPERS), book walk and book talk to develop comprehension & extend understanding. Encouraging children to predict events. Using story mountains and story maps to retell familiar stories – sequence beginning, middle & end (VIPERS). Implementing Drawing Club – traditional tales, animations & stories. Oral story telling through Drawing Club stories – giving value to marks made to represent story. Creating story mountains and story maps to retell stories. Using puppets and other props to re-tell and re-enact familiar stories.		
Vocabulary		Sound, listen, hear, mark making, quiet, loud, long, short Lots of familiar stories shared and songs sung together (daily) Well-structured talk modelled by adults – 2 way conversations with children	Letters, Sounds, blend, words, phonics, spellings, tricky words, read, write, sentences, phrases Supersonic Phonic Friends – different character names and 'ditties' for each sound (taught separately) Alphabet song/rhymes & names of letters

Mathematics:			
Number Numerical Patterns	Counting in everyday situations and activities. Singing number songs and rhymes. Playing games and completing puzzles. Experimenting with sand, water, dough & other malleable resources to fill, pour, measure, empty and transfer resources. Modelling counting on fingers – singing rhymes, showing ages, counting 1-3 and 1-5. Encouraging mark making in play – adding numbers to lists, showing numbers in the environment. Using daily routines as an opportunity to count and emphasise counting. Follow white Rose Reception scheme: - Alive in 5 - Mass and Capacity - Growing 6,7,8 - Length, height, and time - Building 9 and 10 - Explore 3D Shapes Separate weekly planning for Nursery and Reception	Recognise numbers of significance e.g. their age or house number. Begin to say some numbers in order. Begin to compare and recognise changes in numbers of things, using words like more, lots or same. Begin to understand cardinality e.g. takes or gives 2 or 3 items from a group. Subitise 1 and 2. Fits objects into spaces. Talk about and identify the patterns around them; for example, stripes on clothes, designs on rugs and in books. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Count to 10 (out loud e.g. songs, rhymes and through play). Begin sorting objects and identify a set. Compare amounts. Separate 3, 4 or 5 objects in different ways. Copy and continue simple patterns. Make and talk about simple patterns they have created. Find the longest, shortest, heaviest & lightest within play. Find & represent numbers 1 – 5: say number verbally, match to correct numeral, count objects. Match numerals to correct quantity/cardinal number value (to 5). Subitise 1, 2, 3 and beyond to 5. Begin to understand the composition of numbers 1- 5 e.g. 2, 2 & 1. Begin to recognise that the next number in the sequence is the number one more than and the number before is 1 less than. Predict which objects might fit into a space and move and rotate objects to fit. Talk about everyday shapes and use mathematical language to discuss and compare shapes in the environment (2d & 3d). Identify, name and compare circles and triangles. Compose and decompose shapes to recognise a shape can have other shapes within it, just as numbers can! Describe position. Identify and name shapes with 4 sides and combine shapes with 4 sides.
Vocabulary		Counting - One, two, three... objects name Shapes, flat, pointy, round, spotty, blobs, stripy More than, fewer than, long, short, tall, big, small, heavy, light	Sort, set, different, same, match, belong, same, different, count, number, numeral, value, how many, one more, one less, next/next to, before, in front, behind Pattern, repeating pattern, sequence, order, sort Number names

Understanding the World:			
Past and Present People, Culture & Communities The Natural World	Nursery: Supporting acceptance and celebrating differences – positive images of all people from diverse backgrounds. Inspiring Interest in the natural environment so children can explore freely outdoors. Provide collections of objects to use in provision (bark, leaves, seeds, rocks, shells, pebbles). Providing magnifying glasses and collecting pots for investigation work. Encouraging talk about what the children can see. I notice, I think, I wonder ...? Ask lots of questions! Spending time talking with the children about family photos and memories. Spending time discussing different celebrations and festivals Reading the Christian Christmas story and comparing how we do things in our homes. Enjoying learning lots of Christmas songs to sing to our adults! Reception: Making time to talk to the children about their families and homes. Sharing information about our own families. Showing that there are lots of different families – diverse range of books. Getting to know our children and their families well and bring elements of home lives and cultures into the classroom. Visiting the local area with historical interest e.g. The River Gardens, Long Row and Belper Mill (outside). Looking at past and present pictures taken of Belper over the years. Allowing children to explore their own past – themselves as babies & toddlers. Explaining Remembrance Day and the significance to our country. Continuing to explore the Christmas Story and its place in history. Providing children with frequent times to explore indoors and outdoors. Allowing time for the children to touch, smell and hear the natural world around them – outdoor provision, local walks & Forest School. Using magnifying glasses in provision – indoors and outdoors. Following the interests of the children – giving value to their ideas.	Talk about what they see. Use their senses through hands on exploration. Explore collections of items – natural and manmade. Begin to make sense of their own ‘story’ – their family and history e.g. baby to child (now) to adult (grown up) etc. Notice differences between people in a positive manner. Notice signs of Autumn and Winter and how this is different to Summer. Understand that Christmas looks different in different cultures and communities (different ways to do things). Take part in festivals their family celebrate and begin to understand what this means for them. Find out about Christmas and why we celebrate this festival.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Comment on images of familiar places in the past and discuss how they’ve changed or remained the same. Recognise that people have different beliefs and celebrate special times in different ways. Begin to show sensitivity towards differing beliefs. Explore how Christmas ‘looks’ in different cultures and communities; compare to their own celebration and tradition of Christmas. Comment on images of familiar situations in the past. Explore the natural world around them - describe what they see, hear and feel whilst outside.
	Vocabulary	England, Derbyshire, Derby, Belper, local place names	Map, country, world, village, town, city, local, far, near United Kingdom, England, Derbyshire, Derby, Belper,

Including:

- ***Celebrations/ RE focus (Reception)***

Which people are special and why?

1. Who is special to you and why?
2. What is a good friend like?
3. How can you show that you are a good friend?
4. What stories did Jesus tell about being a friend and caring for others?
5. What stories do special people tell in other religions?

What times are special and why?

1. What special times have you had? What did you celebrate? Why? Who were you with? What happened?
2. What do other people celebrate? What happens at Christmas, and why? What happens at Easter, and why? What stories do you know about Jesus' birth and when he died?
3. What do you think about Jesus?
4. What do Christians say about Jesus?
5. What other festivals have you learnt about? What happens at the festivals, and why?
6. What stories can you remember about festivals?
7. What are the similarities and differences between different people's special times?

Expressive Arts & Design:			
• <i>Creating with Materials</i> • <i>Being Imaginative & Expressive</i>	<u>Nursery:</u> Providing objects that the children can use to represent items in pretend play (such as pinecones in the home corner to be food). Implementing flexible open-ended resources – small world, role play, & construction etc. Providing opportunities to explore scale (long strips of wallpaper, child size boxes, differing surfaces). Encouraging talk about what the children can see. Using I notice, I think, I wonder if.....? Ask lots of questions! Having Instruments in continuous provision. Playing music and encouraging dancing, singing and instrument playing. Singing as part of daily routine – learning Christmas songs to sing to their parents. Following the interests of the children – giving value to their ideas. <u>Reception:</u> Provide the primary colours in the art area, plus ways of making them lighter and darker. Paint pallets to mix their own colours to use. Variety of brushes and other tools to use. Provide a range of materials for the children to construct with. Provide time to learn new songs – prepare for our Christmas performance for parents and the school to watch. Model tapping rhythms, syllables for names of objects, animals. Charanga music scheme Explore shapes using artist work – Piet Mondrian & Wassily Kandinsky	Take part in simple pretend play using objects to represent items. Play with small world items to act out and tell stories. Explore different materials freely – in the workshop for example – to make their own creations. Listen with increased attention to sounds.	Explore colour mixing in more detail – making their own colours in their paintings. Construct and create using a variety of resources – learn simple joining techniques using tape. Sing familiar songs by heart. Enjoy learning new songs, matching the melody and singing along with others.



Vocabulary

Colour names, pour, tip, spread, glue, cut, stick, build

Sing, dance, move, clap, tap, pat, bang, loudly, softly, beat, rhythm

Play, explore, imagine, role-play, pretend play

Colour mixing, primary colours, rainbow colours, paint pallet, brushes – fine/thick, attach, join, mend, adapt, improve, create, construct, secure, imagination, sketch, plan
Music – Charanga vocabulary

Re-tell, story – beginning, middle & end, story opener – Once upon a time