

## Headcorn Primary School: EYFS Learning Overview

(We aim to follow the interests of the children so topics may change accordingly)

Subject / Term	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Getting to know each other, making friends and developing positive relationships with teachers</li> <li>• Learning to regulate their own behaviour and show an understanding of their own feelings and those of others</li> <li>• Beginning to familiarise themselves with new routines and rules</li> <li>• Taking turns and beginning to work and play co-operatively</li> <li>• Talking about things that are important to us – celebrations, festivals and families</li> <li>• Developing confidence to try new activities in their new environment</li> </ul>	<ul style="list-style-type: none"> <li>• Showing sensitivity to their own and to other peoples' feelings and needs</li> <li>• Beginning to be able to explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Expressing our feelings</li> <li>• Giving focussed attention to what the teacher says, even when engaged in an activity</li> <li>• Developing confidence and independence, resilience and perseverance when faced with challenge</li> <li>• Managing their own basic hygiene and personal needs including getting dressed and changing for PE independently</li> </ul>	<ul style="list-style-type: none"> <li>• Showing sensitivity to the needs and feelings of others and respond appropriately</li> <li>• Building upon positive relationships with adults and children and beginning to develop new ones to support transition to Year 1</li> <li>• Working as part of a group and understanding and following rules</li> <li>• Setting and working towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Showing an ability to follow instructions involving several ideas or actions</li> <li>• Understanding the importance of healthy food choices and knowing the importance of exercise, a healthy diet, and keeping safe</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Learning to communicate with friends and teachers</li> <li>• Asking questions and offer explanations making use of recently introduced vocabulary from literature</li> <li>• Listening to listen, for example when being read to and during small group interactions</li> <li>• Talking about our families</li> <li>• Offer their own ideas using recently introduced vocabulary and listening to those of others</li> <li>• Rhyme and alliteration</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing feelings and ideas about their experiences</li> <li>• Begin to hold conversations with peers and teachers with back and forth exchanges</li> <li>• Setting goals and targets for learning</li> <li>• Celebrating our achievements</li> <li>• Sharing our 'Unique Learning Journey' home books</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about their own experiences with a developing understanding of sentence conjunctions and of past, present and future tenses</li> <li>• Hold conversation with peers and teachers when engaged in back and forth exchanges</li> <li>• Listening attentively and respond to what they hear with relevant questions, comments and actions</li> <li>• Making comments about what they have heard and ask questions to clarify their understanding</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Developing fine motor skills through Clever Fingers activities in preparation to hold a pencil effectively</li> <li>• On-going independent skills</li> <li>• Gross motor skills – strengthening the core (BEAM)</li> <li>• Beginning to negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to show accuracy and care when drawing</li> <li>• Developing tripod pencil grip</li> <li>• Jumping and landing</li> <li>• Negotiating space</li> <li>• Beginning to develop strength, co-ordination and balance when playing</li> <li>• Developing gross motor skills for example through BEAM activities</li> </ul>	<ul style="list-style-type: none"> <li>• Handling equipment and tools effectively</li> <li>• Negotiating space safely at speed and with changes of direction</li> <li>• Climbing over and under</li> <li>• Moving energetically in a range of ways</li> <li>• Holding a pencil effectively in preparation for fluent writing using the tripod grip</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Introducing a variety of literature to develop a life-long love of reading</li> <li>• Talking about the stories we share and about the world around us</li> <li>• Early mark making skills in preparation for writing</li> <li>• Read, Write, Inc - learning the first set of letter sounds</li> <li>• Reading letter sounds</li> <li>• Letter formation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing simple words</li> <li>• Beginning to read and write simple sentences</li> <li>• Reading and writing own names and developing a knowledge of sounds</li> <li>• Developing spelling and handwriting in preparation for speedy writing</li> <li>• Develop language comprehension and word reading through book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Speedy decoding of unfamiliar words and speedy recognition of familiar printed words</li> <li>• Reading aloud accurately and demonstrating understanding of what they have read</li> <li>• Articulating ideas and structuring them in speech before writing simple sentences</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Develop a strong grounding in number to 5, including essential patterns and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Using numbers for a purpose and extending counting skills</li> <li>• Adding by counting sets of objects altogether</li> </ul>	<ul style="list-style-type: none"> <li>• Counting reliably with numbers from 1 to 20 and beyond</li> <li>• Placing numbers to 20 and beyond, in the correct order</li> <li>• Saying which number is one more and one less than a given number</li> </ul>

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	<ul style="list-style-type: none"> <li>• Beginning to recognise numerals and small quantities</li> <li>• Begin to develop fine motor skills in preparation for number formation</li> <li>• Counting out a set of objects and sorting</li> <li>• Ordering numbers to 5</li> <li>• Developing spatial reasoning skills</li> <li>• Develop a “have a go” attitude, not being afraid to learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering numbers to 10</li> <li>• Developing counting skills using manipulatives and tens frames to help organise counting</li> <li>• Building upon previous knowledge and vocabulary and developing spatial reasoning skills across all areas of Maths including Shape, Space and Measure</li> <li>• Comparing quantities up to 10 in different contexts</li> <li>• Exploring patterns and relationships in number to 10</li> <li>• Subitising up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing quantities to 10 in different contexts</li> <li>• Building upon a solid knowledge of the relationships between numbers and the patterns within them, to develop mathematical skills such as addition and subtraction</li> <li>• Double facts, odd and even numbers, distributing quantities equally</li> <li>• Simple measures including time and money</li> <li>• Shape names and properties</li> <li>• Making simple comparisons</li> <li>• Verbally counting beyond 20</li> <li>• Automatically recalling number bonds up to 5 and some to 10, including double facts</li> <li>• Subitising</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Ourselves – similarities &amp; differences</li> <li>• Family – culture &amp; beliefs</li> <li>• Knowledge of the school environment and daily routine</li> <li>• Special places and different cultural festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Observing changes, for example the Seasons and states of matter</li> <li>• Different cultures &amp; beliefs</li> <li>• Chinese New Year</li> <li>• Animals in winter</li> <li>• Celebrations including Easter and Mothering Sunday</li> <li>• People who help us</li> <li>• Talking about past and present events in their own lives and in the lives of family members and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the similarities and differences between past and now and drawing upon experiences and what has been read in class</li> <li>• Understanding the past when storytelling and reading books in class</li> <li>• Making observations of animals and plants and explain why some things occur</li> <li>• Talking about changes</li> <li>• Developing an understanding of the world around them, and enriching and widening children’s vocabulary, for example through planting and growing</li> <li>• Mini-beast classification</li> <li>• Cultural festivals</li> <li>• Developing an understanding of life in this country and in other countries through stories and drawing upon their experiences</li> </ul>
Expressive Art	<ul style="list-style-type: none"> <li>• Exploring colour</li> <li>• Learning to use tools safely</li> <li>• Self-portraits</li> <li>• Printing</li> <li>• Exploring different texture and media</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring colour mixing</li> <li>• Exploring different media</li> <li>• Using colour for a purpose</li> <li>• Singing songs and nursery rhymes</li> <li>• Exploring rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Using and exploring a variety of materials, tools and techniques safely, experimenting with colour, design, texture, form and function</li> <li>• Representing their own ideas, thoughts and feelings through design and technology, art, music dance, role-play &amp; stories</li> <li>• Making use of props and materials to develop narratives, characters and stories</li> <li>• Sharing creations</li> <li>• Inventing, adapting and recounting narratives and stories</li> </ul>