

Headcorn Primary School: EYFS Learning Overview

| Subject / Term | Terms 1 and 2 Me and My Community Exploring Autumn Once Upon a Time Sparkle and Shine | Terms 3 and 4 Starry Night Winter Wonderland Ready, Steady, Grow Signs of Spring | Terms 5 and 6 Sunshine and Sunflowers Shadows and Reflections Big Wide World Splash! |
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| Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Getting to know each other, making friends and developing positive relationships with teachers • Learning to regulate their own behaviour and show an understanding of their own feelings and those of others • Beginning to familiarise themselves with new routines and rules • Taking turns and beginning to work and play co-operatively • Talking about things that are important to us – celebrations, festivals and families • Developing confidence to try new activities in their new environment • Self-regulation | <ul style="list-style-type: none"> • Showing sensitivity to their own and to other peoples' feelings and needs • Beginning to be able to explain the reasons for rules, know right from wrong and try to behave accordingly • Expressing our feelings • Giving focussed attention to what the teacher says, even when engaged in an activity • Developing confidence and independence, resilience and perseverance when faced with challenge • Building relationships, managing self and self-regulation | <ul style="list-style-type: none"> • Showing sensitivity to the needs and feelings of others and respond appropriately • Building upon positive relationships with adults and children and beginning to develop new ones to support transition to Year 1 • Working as part of a group and understanding and following rules • Setting and working towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Showing an ability to follow instructions involving several ideas or actions • Understanding the importance of healthy food choices and knowing the importance of exercise, a healthy diet, and keeping safe |
| Communication and Language | <ul style="list-style-type: none"> • Learning to communicate with friends and teachers • Asking questions and offer explanations making use of recently introduced vocabulary from literature • Listening to listen, for example when being read to and during small group interactions • Talking about our families • Offer their own ideas using recently introduced vocabulary and listening to those of others • Rhyme and alliteration | <ul style="list-style-type: none"> • Expressing feelings and ideas about their experiences • Begin to hold conversations with peers and teachers with back and forth exchanges • Setting goals and targets for learning • Celebrating our achievements • Sharing our 'Unique Learning Journey' home books | <ul style="list-style-type: none"> • Talking about their own experiences with a developing understanding of sentence conjunctions and of past, present and future tenses • Hold conversation with peers and teachers when engaged in back and forth exchanges • Listening attentively and respond to what they hear with relevant questions, comments and actions • Making comments about what they have heard and ask questions to clarify their understanding |
| Physical Development | <ul style="list-style-type: none"> • Developing fine motor skills through Clever Fingers activities in preparation to hold a pencil effectively • On-going independent skills • Gross motor skills – strengthening the core (BEAM) • Beginning to negotiate space and obstacles safely, with consideration for themselves and others | <ul style="list-style-type: none"> • Beginning to show accuracy and care when drawing • Developing tripod pencil grip • Jumping and landing • Negotiating space • Beginning to develop strength, co-ordination and balance when playing • Developing gross motor skills for example through BEAM activities | <ul style="list-style-type: none"> • Handling equipment and tools effectively • Negotiating space safely at speed and with changes of direction • Climbing over and under • Moving energetically in a range of ways • Holding a pencil effectively in preparation for fluent writing using the tripod grip |
| Literacy | <ul style="list-style-type: none"> • Introducing a variety of literature to develop a life-long love of reading • Talking about the stories we share and about the world around us • Early mark making skills in preparation for writing | <ul style="list-style-type: none"> • Reading and writing simple words • Beginning to read and write simple sentences • Reading and writing own names and developing a knowledge of sounds | <ul style="list-style-type: none"> • Speedy decoding of unfamiliar words and speedy recognition of familiar printed words • Reading aloud accurately and demonstrating understanding of what they have read |

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| | <ul style="list-style-type: none"> • Read, Write, Inc - learning the first set of letter sounds • Reading letter sounds/words • Letter formation | <ul style="list-style-type: none"> • Developing spelling and handwriting in preparation for speedy writing • Develop language comprehension and word reading through book talk | <ul style="list-style-type: none"> • Articulating ideas and structuring them in speech before writing simple sentences |
| Mathematics | <ul style="list-style-type: none"> • Develop a strong grounding in number to 5, including essential patterns and relationships • Beginning to recognise numerals and small quantities • Begin to develop fine motor skills in preparation for number formation • Counting out a set of objects and sorting • Ordering numbers to 5 • Developing spatial reasoning skills • Develop a “have a go” attitude, not being afraid to learn from mistakes | <ul style="list-style-type: none"> • Using numbers for a purpose and extending counting skills • Adding by counting sets of objects altogether • Ordering numbers to 10 • Developing counting skills using manipulatives and tens frames to help organise counting • Building upon previous knowledge and vocabulary and developing spatial reasoning skills across all areas of Maths including Shape, Space and Measure • Comparing quantities up to 10 in different contexts • Exploring patterns and relationships in number to 10 • Subitising up to 5 | <ul style="list-style-type: none"> • Counting reliably with numbers from 1 to 20 and beyond • Placing numbers to 20 and beyond, in the correct order • Saying which number is one more and one less than a given number • Comparing quantities to 10 in different contexts • Building upon a solid knowledge of the relationships between numbers and the patterns within them, to develop mathematical skills such as addition and subtraction • Double facts, odd and even numbers, distributing quantities equally • Simple measures including time and money • Shape names and properties • Making simple comparisons • Verbally counting beyond 20 • Automatically recalling number bonds up to 5 and some to 10, including double facts • Subitising |
| Understanding the World | <ul style="list-style-type: none"> • Ourselves – similarities & differences • Family – culture & beliefs • Knowledge of the school environment and daily routine • Special places and different cultural festivals • Past and present • Exploring Autumn in the natural world | <ul style="list-style-type: none"> • Observing changes, for example the Seasons and states of matter • Different cultures & beliefs • Chinese New Year • Animals in winter • Celebrations including Easter and Mothering Sunday • People who help us • Talking about past and present events in their own lives and in the lives of family members and their roles in society | <ul style="list-style-type: none"> • Understanding the similarities and differences between past and now and drawing upon experiences and what has been read in class • Understanding the past when storytelling and reading books in class • Making observations of animals and plants and explain why some things occur • Talking about changes • Developing an understanding of the world around them, and enriching and widening children’s vocabulary, for example through planting and growing • Mini-beast classification • Cultural festivals • Developing an understanding of life in this country and in other countries through stories and drawing upon their experiences |
| Expressive Art | <ul style="list-style-type: none"> • Exploring colour • Learning to use tools safely • Self-portraits • Exploring different texture and media to create and be expressive | <ul style="list-style-type: none"> • Being imaginative and expressive • Exploring different media • Using colour for a purpose • Singing songs and nursery rhymes • Exploring rhythm | <ul style="list-style-type: none"> • Using and exploring a variety of materials, tools and techniques safely, experimenting with colour, design, texture, form and function • Representing their own ideas, thoughts and feelings through design and technology, art, music dance, role-play & stories • Making use of props and materials to develop narratives, characters and stories • Sharing creations • Inventing, adapting and recounting narratives and stories |