



# EYFS Curriculum Coverage



Areas of Learning & Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic / Theme</b>	<p><b>Me, You, Us</b> <i>Learning about our identities, families and friendships through play and conversations</i></p>	<p><b>Light Up the Year</b> <i>A seasonal look at festivals, traditions and moments of celebration from many cultures</i></p>	<p><b>Into the Storybook</b> <i>A magical dive into traditional tales, character journeys and storytelling fun</i></p>	<p><b>Up, Up and Away</b> <i>Launching into the wonders of space, planets and endless curiosity</i></p>	<p><b>Growing and Changing</b> <i>From seeds to self, a natural way to explore development and discovery</i></p>	<p><b>Journeys Near and Far</b> <i>Exploring travels, holidays and different places around the world</i></p>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking <i>(Links to English in the National Curriculum)</i></li> </ul>	<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p> <p>Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Engage in non-fiction books</p> <p>Describe events in some detail</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Articulate their ideas and thoughts in well-formed sentences</p>	<p>Ask questions about what they have heard to clarify their understanding</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>	<p>Listen attentively and respond to what they hear with relevant questions and comments</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p>

<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul> <p><i>(Links to PSHE in the National Curriculum)</i></p>	<p>PSHE focus: Self-Regulation (My Feelings)</p> <p>Settling in: learning routines, rules and behaviour expectations</p>	<p>PSHE focus: Building Relationships (Special Relationships)</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>PSHE focus: Managing Self (Taking on Challenges)</p> <p>Express their feelings and consider the feelings of others</p>	<p>PSHE focus: Self-Regulation (Listening and Following Instructions)</p> <p>Set and work towards simple goals</p>	<p>PSHE focus: Building Relationships (My Family and Friends)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>PSHE focus: Managing Self (My Wellbeing)</p> <p>Show sensitivity to their own and to others' needs</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul> <p><i>(Links to Physical Education, English, Art, Design and Technology in the National Curriculum)</i></p>	<p>Gross Motor Skills focus: develop coordination and agility</p> <p>P.E. lessons: games skills</p> <p>Fine Motor Skills focus: develop pincer grip; use of scissors to snip</p>	<p>Gross Motor Skills focus: develop control and grace</p> <p>P.E. lessons: dance skills</p> <p>Fine Motor Skills focus: develop effective pencil grip; use of scissors to cut straight lines</p>	<p>Gross Motor Skills focus: confidently and safely use a range of large apparatus</p> <p>P.E. lessons: gymnastics skills</p> <p>Fine Motor Skills focus: letter formation; use of scissors to cut circles</p>	<p>Gross Motor Skills focus: negotiate space and obstacles safely</p> <p>P.E. lessons: multi-skills</p> <p>Fine Motor Skills focus: letter formation; use of scissors to cut zig zag lines</p>	<p>Gross Motor Skills focus: develop and refine ball skills</p> <p>P.E. lessons: ball skills</p> <p>Fine Motor Skills focus: letter formation; use of scissors to cut wavy lines</p>	<p>Gross Motor Skills focus: demonstrate strength, balance and coordination</p> <p>P.E. lessons: athletics skills</p> <p>Fine Motor Skills focus: letter formation</p>

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word-reading</li> <li>• Writing</li> </ul> <p><i>(Links to English in the National Curriculum)</i></p>	<p>Phonics - Little Wandle: Phase 2</p> <p>Reading books (Big Cat for Little Wandle: Wordless books)</p> <p>Handwriting: write lines going down; write anti-clockwise circles</p> <p>Writing focus: give meaning to marks when drawing, painting or writing; write own name</p> <p>Primary Text:</p> 	<p>Phonics - Little Wandle: Phase 2 cont.</p> <p>Reading books (Big Cat for Little Wandle: Match books to assessment)</p> <p>Handwriting: write lines going down and back up; write clockwise circles</p> <p>Writing focus: write labels and captions</p> <p>Primary Text:</p> 	<p>Phonics - Little Wandle: Phase 3</p> <p>Reading books (Big Cat for Little Wandle: Match books to assessment)</p> <p>Handwriting: straight line family; coathanger family; bridge family</p> <p>Writing focus: write simple phrases</p> <p>Primary Text:</p> 	<p>Phonics - Little Wandle: Phase 3 cont.</p> <p>Reading books (Big Cat for Little Wandle: Match books to assessment)</p> <p>Handwriting: zig-zag family; smile family; the misfits</p> <p>Writing focus: write short sentences</p> <p>Primary Text:</p> 	<p>Phonics - Little Wandle: Phase 4</p> <p>Reading books (Big Cat for Little Wandle: Match books to assessment)</p> <p>Handwriting: capital letters; practise all families</p> <p>Writing focus: write simple phrases and sentences that can be read by others</p> <p>Primary Text:</p> 	<p>Phonics - Little Wandle: Phase 4 cont.</p> <p>Reading books (Big Cat for Little Wandle: Match books to assessment)</p> <p>Handwriting: use handwriting lined books</p> <p>Writing focus: use capital letters and full stops; use finger spaces</p> <p>Primary Text:</p> 
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>	<p>White Rose Maths:</p>	<p>White Rose Maths:</p>	<p>White Rose Maths: Alive in 5</p>	<p>White Rose Maths:</p>	<p>White Rose Maths:</p>	<p>White Rose Maths:</p>

<ul style="list-style-type: none"> <li>• Shape, space and measure <i>(Links to Maths in the National Curriculum)</i></li> </ul>	<p>Match, sort and compare Talk about measure and patterns It's me 1,2,3</p>	<p>Circles and triangles 1,2,3,4,5 Shapes with 4 sides</p>	<p>Mass and capacity Growing 6,7,8</p>	<p>Length, height and time Building 9 and 10 Explore 3-D shapes</p>	<p>To 20 and beyond How many now? Compose and decompose</p>	<p>Sharing and grouping Visualise, build and map Make connections</p>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> <li>• The Natural World <i>(Links to Science, Geography, History and R.E. in the National Curriculum)</i></li> </ul>	<p>Forest School: observe signs of autumn</p> <p>Science focus: Me and my small world; What's in my basket?; Senses</p> <p>History focus: Personal history since I was a baby; immediate family history</p> <p>R.E. focus: Which people are special and why?</p>	<p>Forest School: observe signs of autumn / winter</p> <p>Science focus: Let's go outside; What's changed?; Night and Day</p> <p>Geography focus: Similarities and differences between life in this country and life in other countries</p> <p>R.E. focus: Which stories are special and why?</p>	<p>Forest School: observe signs of winter / spring</p> <p>Science focus: Changes in winter; Let it flow; From desert to jungle</p> <p>Geography focus: use simple maps linked to stories</p> <p>History focus: Differences and similarities between stories set in the past and stories set now</p> <p>R.E. focus: What places are special and why?</p>	<p>Forest School: observe signs of spring</p> <p>Science focus: Watch it grow; Animal detectives; Pushes and pulls</p> <p>History focus: Learn about past and present events, exploring space (including knowing about Neil Armstrong being the first man on the moon)</p> <p>R.E. focus: Which times are special and why?</p>	<p>Forest School: observe signs of spring / summer</p> <p>Science focus: From city to sea; Look all around; Test it out!</p> <p>Geography focus: similarities and differences between the natural world around them and contrasting environments</p> <p>R.E. focus: Where do we belong?</p>	<p>Forest School: observe signs of summer</p> <p>Science focus: Happy and healthy; Our wonderful world; We're going on an animal hunt</p> <p>Geography focus: Differences and similarities of holiday destinations</p> <p>History focus: Differences and similarities of holidays, past and present</p> <p>R.E. focus: What is special about</p>

						our world and why?
<b>Expressive Arts and Design</b> • Creating with Materials • Being Imaginative and Expressive <i>(Links to Art, Music and Design and Technology in the National Curriculum)</i>	Paintings of selves and families  Observational drawings  Harvest performance  Art focus: Drawing (Henri Matisse); Painting (Pablo Picasso)  Music focus: Exploring sound.  Design and Technology focus: Junk modelling	Christmas cards  Calendars  Nativity performance  Music focus: Celebration music.  Design and Technology focus: Hibernation boxes	Paintings of favourite Christmas presents  Observational drawings  Art focus: Sculpture (Constantin Brancusi)  Music focus: Musical stories.  Design and Technology focus: Cooking and nutrition (soup)	Mother's Day cards  Easter cards  Perform songs for Mother's Day  Music focus: Music and movement.  Design and Technology focus: Hanging egg decoration	Observational drawings  Art focus: Collage and Textiles; Printing (Clare Haxby)  Music focus: Big Band.  Design and Technology focus: Textiles (Bookmarks – Binca)	Paintings of holidays  Father's Day cards  Perform songs for Father's Day  Music focus: Transport.  Design and Technology focus: Structures (boats)

Please note: Children have many opportunities to engage in child-initiated activities alongside the adult-led focused activities.