

Fishergate Early Years Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Seasonal Learning Opportunities	<p>Term focus: Settling into Sch / making new friends</p> <p>Baseline assessments & Wellcomm screening</p> <p>Special Events: Autumn time Harvest time</p>	<p>Term focus: Caring for the inside environment</p> <p>Special Events: Winter EYU Christmas Show Bonfire Night Diwali Christmas Post letters to Santa</p>	<p>Term focus: Caring for our friends</p> <p>Special Events: Chinese new year Pancake day Animals & hibernation</p>	<p>Term focus: Those who care and help us</p> <p>Special Events: Professionals who care for us visits Science Week World Book Day Mother's Day Easter National sign language Week</p>	<p>Term focus: Caring for the outside environment</p> <p>Special Events: Harlow Carr Visit Planting seeds Growing plants Caterpillar growing Minibeast hunting Eid Festival (2nd May / 9th July)</p>	<p>Term focus: Caring for ourselves Wellbeing & health</p> <p>Transitioning into Yr 1</p> <p>Special Events: Year 1 visits Father's Day Sun safety Dental health</p>

Communication and language / Literacy	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>Key texts: Hairy Maclary, Lynn Dodd Brown Bear, Bill Martin & Eric Carle Goldilocks & the Three Bears (No3) Three Little Pigs (No3)</p> <p>Learning focus: Verbally retell stories & narratives – Hairy Maclary & Brown Bear</p>	<p>Key texts: We're going on a bear hunt, Michael Rosen Stick Man, Julia Donaldson The Jolly Postman, Allan Ahlberg</p> <p>Learning focus: Verbally retell stories & narratives – Bear Hunt & Christmas Story Card Writing – Christmas Letter Writing – Father Christmas</p>	<p>Key texts: Dear Zoo, Rod Campbell Owl Babies, Martin Waddell & Patrick Benson My Hair, Hannah Lee</p> <p>Learning focus: Talk for writing – Dear Zoo</p>	<p>Key texts: The Gingerbread Man There's a Shark in the Park, Nick Sharrat The Gruffalo, Julia Donaldson</p> <p>Learning focus: Talk for writing – Gingerbread Man Card Writing – Mother's day</p>	<p>Key texts: Supertato, Paul Linett & Sue Hendra Jack & the Beanstalk The Hungry Caterpillar, Eric Carle Non-Fiction - Butterfly Life Cycle What the Ladybird Heard, Julia Donaldson</p> <p>Learning focus: Caterpillar/Butterfly life cycle Harlow Carr – Retelling news</p>	<p>Key texts: The Little Red Hen, Mary Mapes Dodge Non-Fiction – Instructions I am a Tiger, Karl Newson Oi Frog, Kes Gray</p> <p>Learning focus: Talk for writing – The Little Red Hen Writing jam sandwich instructions Reflecting on Early Years</p>	

Personal, Social and emotional development	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Term focus:</p> <p>Settling into Sch / Making new friends</p>	<p>Term focus:</p> <p>Caring for the inside environment</p>	<p>Term focus:</p> <p>Caring for our friends</p>	<p>Term focus:</p> <p>Those who care and help us</p>	<p>Term focus:</p> <p>Caring for the outside environment</p>	<p>Term focus:</p> <p>Caring for ourselves Wellbeing & health</p>
	<p>Self-Regulation, Managing Self, Building Relationships: Modelled & supported daily by EY practitioners to meet individual's needs and challenges</p>					

Physical Development	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Gross Motor Skills: Daily EYU outdoor playground provision, weekly provision of forest schools, large playground climbing equipment, gross motor interventions</p> <p>Fine Motor Skills: Daily EYU indoor provision (see Literacy & Expressive Arts & Design) weekly busy fingers activities, fine motor interventions</p>					

Mathematics	<p>ELG: Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Weekly focus:</p> <p>Wk1 to 5 - Numbers 1 to 5 (Mastery approach – one more/one less, counting, comparing, subitising, counting on & back)</p> <p>Wk6 - Bonds to 5 Wk7 - Doubling facts/halving</p> <p>Repeating starters:</p> <p>Wk1 - 2D shapes Wk2 - 3D shapes Wk3 - repeating pattern Wk4 - weight</p>	<p>Weekly focus:</p> <p>Wk1 to 5 - Numbers 6 to 10 (Mastery approach – one more/one less, counting, comparing, subitising, counting on & back)</p> <p>Wk 6 - Bonds to 10 Wk 7 – Doubling/halving facts</p> <p>Daily revisit: Bonds to 5 & doubling/halving facts</p> <p>Repeating starters:</p> <p>Wk1 - position</p>	<p>Weekly focus:</p> <p>Wk1 to 5 - Numbers 11 to 15 (Mastery approach – one more/one less, counting, comparing, subitising, counting on & back)</p> <p>Wk 6 – Doubling/halving facts Wk 7 - Sharing</p> <p>Daily revisit: Bonds to 5 & 10, doubling/halving</p> <p>Repeating starters:</p> <p>Wk1 - length</p>	<p>Weekly focus:</p> <p>Wk1 to 5 - Numbers 16 to 20 (Mastery approach – one more/one less, counting, comparing, subitising, counting on & back)</p> <p>Wk 6 – Doubling/halving/sharing</p> <p>Daily revisit: Bonds to 5 & 10, doubling/halving/sharing</p> <p>Repeating starters:</p> <p>Wk1 - weight Wk2 - capacity</p>	<p>Weekly focus:</p> <p>Odd & evens Addition & subtraction Problem solving</p> <p>Daily revisit: Maths mastery approach, Bonds to 5 & 10, doubling/halving/sharing</p> <p>Repeating starters:</p> <p>Wk1 - 2D shapes Wk2 - 3D shapes Wk3 - repeating pattern</p>	<p>Daily revisit: Maths mastery approach, Bonds to 5 & 10, doubling/halving/sharing, Odd & evens, Addition & subtraction, Problem solving</p> <p>Repeating starters:</p> <p>Wk1 - length Wk2 - height Wk3 - position Wk4 - direction Wk5 - 2D shapes Wk6 - 3D shapes</p>

Wk5 - capacity Wk6 - length Wk7 - height	Wk2 - direction Wk3 - 2D shapes Wk4 - 3D shapes Wk5 - repeating pattern Wk6 - weight Wk7 - capacity	Wk2 - height Wk3 - position Wk4 - direction Wk5 - 2D shapes Wk6 - 3D shapes Wk7 - repeating pattern	Wk3 - length Wk4 - height Wk5 - position Wk6 - direction	Wk4 - weight Wk5 - capacity	Wk7 repeating pattern
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Understanding the World	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>People, Culture & Communities Term focus: Settling into Sch / making new friends (Past & Present: Thinking back to when we were younger before school)</p> <p>The Natural World: Autumn time Harvest time (Past & Present: Thinking back to sowing time & summer)</p>	<p>[Term focus: Caring for the inside environment]</p> <p>The Natural World: Winter</p> <p>People, Culture & Communities Diwali (Past & Present: Thinking back to Sita & Rama) Christmas (Past & Present: Thinking back to when Jesus was alive)</p>	<p>People, Culture & Communities: Term focus: Caring for our friends</p> <p>People, Culture & Communities: Chinese new year Pancake day</p> <p>The Natural World: Animals & hibernation (Past & Present: Thinking back to before hibernation)</p>	<p>People, Culture & Communities: Term focus: Those who care and help us</p> <p>People, Culture & Communities: National sign language Week Mother’s Day Easter (Past & Present: Thinking back to when Jesus was alive)</p> <p>The Natural World: National sign language Week Science Week</p>	<p>The Natural World / Term focus: Caring for the outside environment</p> <p>The Natural World: Harlow Carr Visit Planting seeds Growing plants Caterpillar growing Minibeast hunting (Past & Present: Thinking back to when sowing a seed)</p> <p>People, Culture & Communities: Eid Festival (2nd May / 9th July)</p>	<p>[Term focus: Caring for ourselves Wellbeing & health]</p> <p>Past & Present: Transitioning into Yr 1 – Looking back through learning journeys</p> <p>People, Culture & Communities: Father’s Day</p>	

Expressive Arts & Design	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>Narratives / Props / Role play: Hairy Maclary Brown Bear</p> <p>Perform: Daily songs/poetry/signing</p> <p>Explore a variety of materials: Painting – mixing colours provision Baking - Porridge</p>	<p>Narratives / Props / Role play: We’re going on a bear hunt Christmas Story</p> <p>Perform: Christmas play & songs Perform: Daily songs/poetry/signing</p> <p>Explore a variety of materials: Clay - Christmas decorations Baking - light biscuits</p>	<p>Narratives / Props / Role play: Dear Zoo Owl Babies</p> <p>Perform: Daily songs/poetry/signing</p> <p>Explore a variety of materials: Baking – Pancakes / Chinese New Year food</p>	<p>Narratives / Props / Role play: The Gingerbread Man The Gruffalo</p> <p>Perform: Daily songs/poetry/signing</p> <p>Explore a variety of materials: Baking – Gingerbread Men</p>	<p>Narratives / Props / Role play: The Hungry Caterpillar Jack & the Beanstalk</p> <p>Perform: Daily songs/poetry/signing</p> <p>Explore a variety of materials: Water colour – Summer flowers</p>	<p>Narratives / Props / Role play: The Little Red Hen I am a Tiger</p> <p>Perform: Daily songs/poetry/signing</p> <p>Explore a variety of materials: Baking – Making jam sandwiches Clay – Tile decorations - flowers</p>	