

**Broadwindsor Primary**  
**EYFS Long Term Curriculum Overview/ Skills & Knowledge Progression**

Area of Learning	Autumn 1 (7weeks)	Autumn 2 (7weeks)	Spring 1 (7weeks)	Spring 2 (6weeks)	Summer 1 (5weeks)	Summer 2 (7weeks)
Possible Themes/Interests/Lines of Enquiry	<p><b>Me in My world</b></p> <p>What makes me special Family Our village Autumn Halloween</p> <p>Books: What Makes Me a Me? Who's in my family? Our Class a s Family The colour Monster Roses Walk</p>	<p><b>Let's Celebrate</b></p> <p>Bonfire Night Diwali Remembrance Day Winter Christmas/Father Christmas story Christmas around the world</p> <p><b>Books:</b> What do you Celebrate? Stick Man Rama and Sita, the story of Diwali Remember Remember The Fifth of November by Deborah Webb Leaf Man</p>	<p><b>Into the wild</b></p> <p>Arctic - Lost and Found Snow Bears/Penguins Chinese New Year</p> <p><b>Artist study -Wassily Kandinsky (colour mixing/ paints)</b></p> <p>Books: Where the wild things are The Great Kapok Tree Lost and Found Artic Animals By Jill Mc Donald The Journey Home</p>	<p><b>Once Upon a Time</b></p> <p>Materials – the three little pigs Healthy eating – Little red hen, the enormous turnip. Pancake Day Easter – our church Spring</p> <p><b>Artist Study - Giuseppe Arcimboldo (drawing)</b></p> <p>Books: Mr Wolfs Pancakes Little red hen The enormous turnip The Three Little Pigs</p>	<p><b>The Great Outdoors</b></p> <p>Life cycles – Frog/butterfly/plant Growing up – generations Maps Planting/Gardening/Seasons Jack and the beanstalk</p> <p>Books: The tree The Tiny Seed The Crunching Munching Caterpillar The Tiny Tadpole</p>	<p><b>Oh I do like to be beside the Seaside!</b></p> <p>Seasides in the past People who help us -coastguard, lifeguards and lifeboat. Rockpools Mermaids/Pirates</p> <p><b>Artist Study -Andy Goldsworthy (sculpture)</b></p> <p>Books: Heroes Who Help Us From Around the World Lucy and Tom at the Seaside The story of the seaside by J S Goodall</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important. Engage in story times.</p> <p style="text-align: right;">Learn new vocabulary</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p style="text-align: center;">Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p style="text-align: center;">Use new vocabulary in different contexts Learn rhymes, poems, and songs.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p style="text-align: center;">Use new vocabulary in different contexts</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. Use new vocabulary in different contexts.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>		<p>Think about the perspectives of others. Manage their own needs.</p>	
<p><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p>						
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>						
Literacy	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
Phonics	<p>RWI Set 1 m a s d t i n p g o c k u b f e l h r j v w x y z</p>	<p>RWI Set 1 Recap any single sounds form previous half term that show gaps in learning Blending using single letter set 1 sounds special friends</p>	<p>Recap RWI Set 1 Special Friends: sh th ch qu ng nk • Secure blending of words containing these sounds. RWI Set 2 Teach Set 2 sounds: ay ee igh ow</p>	<p>Recap RWI Set 1 sound gaps. • Teach blending of words containing consonant blends Recap RWI Set2: ay ee igh ow Teach Set 2: oo oo ar or air ir ou oy</p>	<p>Recap RWI Set 2 Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy • Teach reading of words containing these Set 2 sounds. • Build speed of reading words</p>	<p>Consolidation and moving on to Set3 if ready.</p>

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		Sh th ch qu ng nk		<ul style="list-style-type: none"> <li>• Teach reading of words containing these Set 2 sounds.</li> <li>• Build speed of reading words containing Set 1 sounds.</li> </ul>	containing Set 1 sounds.	
<b>Mathematics</b>	Matching, Sorting & Comparing Numbers 1, 2, 3, 4, 5, 0 Subitising to 5 Recognising when numbers are greater than, less than or the same. Shape	Numbers 6, 7, 8, 9, 10 Subitising to 5 Recognising when numbers are greater than, less than or the same. Length, weight	capacity Number bonds to 5 Numbers 10, 11, 12, 13, 14, 15 Early doubling and sharing Shape – patterns Money	Number bonds to 10 Numbers 15, 16, 17, 18, 19, Doubling Sharing	Numbers beyond 20 Halving, doubling, sharing Money Time	Numbers beyond 20 Halving, doubling, sharing Capacity, length, weight shape
<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
<b>Expressive Arts and Design</b>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						