

St Matthew's EYFS Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Fairy Stories/ Traditional tales Role play: Bakery	Mini-beasts Role play: Santa's Workshop	Transport	Journeys	Animals/Growing Role Play: Vets	People Who Help Us/Super Heroes
English	The Gingerbread Man	I'm Going to Eat This Ant	The Naughty Bus	Journey Home	Silly Doggy	Supertato

Literacy

ELG Comprehension

- 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 during role play.

ELG Word Reading

- 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 phonics knowledge, including some common exception words.

ELG Writing

St Matthew's EYFS Curriculum Overview

<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. 						
Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories and read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories to read them.</p> <p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p>	<p>To role play and act out stories heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story without pictures of props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the question to a given question.</p>
Writing	<p>Sometimes give meanings to marks they draw or paint.</p> <p>Beginning to hear and say</p>	<p>Begin to break speech down into words.</p> <p>Hear and say initial sounds in words.</p>	<p>Begin to break the flow of speech into words.</p> <p>Use some clearly identifiable</p>	<p>Attempt to write short sentences in meaningful contexts.</p>	<p>Use phonics knowledge to write words in ways which match spoken sound.</p>	<p>Use phonics knowledge to match words to spoken sound.</p> <p>Spell common irregular words.</p>

St Matthew's EYFS Curriculum Overview						
	the initial sounds in words. Link sounds to letters. Use some identifiable letters to communicate meaning.	Begin to write some CVC words. Link sounds to letters, naming and sounding the letters of the alphabet.	letters to communicate meaning. Attempt to write short sentences. Use phonics knowledge.	Use phonics knowledge to write words in ways which match spoken sounds. Apply taught digraphs into writing sometimes.	Spell some common irregular words. Write simple sentences that can be read by themselves. Apply taught digraphs into writing.	Write simple sentences. Write phonetically plausible words. Have awareness of capital letters and full stops.
Reading	<p>Begin to read single- letter Set 1 sounds</p> <p>Hear and say initial sounds in some words. Link sounds to letters. Use vocabulary and forms of speech that are influenced by books.</p>	<p>Read set 1 sounds; blend sounds into words orally.</p> <p>Hear and say initial sounds in words. Segment the sounds in some simple words. Link some sounds to letters. Enjoy an increasing range of books.</p>	<p>Blend sounds to read words; read short Ditty stories</p> <p>Hear and say initial sounds in words. Segment sounds in simple words and blend them. Link sounds to letters. Enjoy an increasing range of books. Read few common irregular words.</p>	<p>Read red story books.</p> <p>Begin to read and understand simple sentences. Use phonics knowledge to decode some regular words. Demonstrate understanding by talking to others about what they have read.</p>	<p>Read green storybooks; read some set 2 sounds</p> <p>Begin to read and understand simple sentences. Use phonics knowledge to decode words and read them aloud. Sometimes demonstrate understanding about what they have read.</p>	<p>Read green or purple storybooks.</p> <p>Read and understand some simple sentences. Read some common irregular words. Demonstrate understanding about what they have read.</p>
Communication and Language						

Communication and Language									
----------------------------	--	--	--	--	--	--	--	--	--

St Matthew's EYFS Curriculum Overview

ELG Listening, Attention and Understanding

- 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 understanding.
- Hold conversation when engaged in back and forth exchanges with their teacher and peers.

ELG Speaking

- 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 conjunctions, with modelling and support from their teacher.

Listening, Attention and Understanding	To understand how to listen to ideas expressed by others. To listen to new vocabulary. To understand how to listen carefully. To be able to follow instructions.	Listen to ideas expressed by others in conversation and discussion. Listen and begin to understand new vocabulary. Engage in story times. To respond to instructions with more than one step.	Listen to stories, anticipation key events. Understand past, present and future forms.	Listen to stories and anticipate key events. Understand past, present and future tense. To follow a story without pictures or prompts.	Listen to stories accurately and anticipate key events with increased confidence. To understand questions such as who, what, where, when why.	Listen to stories accurately and anticipate key events with confidence. To listen to peers and adults and use this listening to aid interaction.
Speaking	To start to listen and respond with talk. Use language in role play.	To begin to respond to other in conversation or discussion. To attempt to use new vocabulary. To use talk to organise and sequence.	Respond to others in conversation or discussion. To use some new vocabulary. Use language to recreate roles and experiences. To develop confidence to talk.	Respond to key events in stories with comments, questions or actions. Begin to use past, present future in conversation. To retell a story. To connect sentences	To answer how and why questions with increased confidence. To use past, present and future forms accurately. To link statements and stick to a main theme	Answer how and why questions in response to stories. Express themselves effectively. To talk to a range of adults in school.

St Matthew's EYFS Curriculum Overview

				together using conjunctions.		
Personal, Social and Emotional Development						
<p>ELG Self Regulation</p> <ul style="list-style-type: none"> • Show and 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 focussed 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. 						
PSED	Relationships	Relationships	Living in the Wider World	Living in the Wider World	Health & Wellbeing	Health & Wellbeing
Regulation	<p>Recognise what is fair/ unfair/ right/ wrong</p> <p>To recognise different emotions.</p>	<p>Identify and moderate own feelings and talk about feelings.</p> <p>To consider how others may be feeling.</p>	<p>To maintain focus during longer input sessions</p> <p>To follow an instruction which involves more than one step.</p>	<p>To understand that other people have needs and responsibilities</p>	<p>To understand the perspectives of other may be different to theirs.</p> <p>To show a good level of independence.</p>	<p>To maintain resilience and perseverance in the face of challenge.</p>

St Matthew's EYFS Curriculum Overview

PE	Agility, Space and Movements	Ball Skills	Gymnastics (balance)	Athletics	Catching and Throwing	Skill Based Challenges
Gross Motor Skills	<p>Listen to and follow simple instructions given.</p> <p>Move in and out of space safely.</p> <p>Move confidently with imagination.</p>	<p>Learn how to move with confidence in different ways, whilst holding an object.</p> <p>Develop a range of different ball skills including bouncing.</p> <p>Perform underarm and overarm throwing actions</p>	<p>Learn to use different ways of travelling across mats.</p> <p>They will be able to demonstrate basic balances using patches and points.</p> <p>Demonstrate a variety of jumping patterns and be able to perform some basic gymnastic rolls.</p>	<p>Develop effective jumping and throwing techniques.</p> <p>They will deal with jumping over low level hurdles.</p> <p>Pupils will throw in varying ways, distances and develop accuracy</p>	<p>Pupils will be able to use both underarm and overarm throws with some accuracy when using a beanbag or tennis ball.</p> <p>They will practise rolling, throwing and stopping circular equipment.</p> <p>Begin to be able to catch a moving ball</p>	<p>Pupils will work towards achieving their personal best for:</p> <p>Catching challenges, rolling challenges, throwing challenges, kicking challenges, bouncing challenges and hitting challenges</p>
Fine Motor Skills	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to hold a pencil correctly and use a tripod grip.</p> <p>To thread large beads.</p> <p>To use large pens/ pencils.</p> <p>To hold scissors to make snips in paper.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight or zig zag line.</p> <p>To use a tripod grip when mark making.</p> <p>To write taught letters using correct letter formation.</p>	<p>To continue to use tripod grip.</p> <p>To thread with smaller beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct letter formation.</p>	<p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and form for all appropriate meals.</p>

St Matthew's EYFS Curriculum Overview

Mathematics (White Rose)			
<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 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. 			
Number	<p>It's me 1,2,3 Find, subitise and represent 1,2 and 3 Fine 1 more and 1 less Composition of 1,2 and 3</p> <p>1,2,3,4,5, Find, subitise and represent 4 and 5 1 more and 1 less Composition of 4 and 5 Composition of 1-5</p>	<p>Alive in 5 Introduce 0 Find, subitise and represent 0-5 1 more and 1 less Composition and conceptual subitising to 5</p> <p>Growing 6,7,8 Find and represent 6,7,8 1 more and 1 less Composition of 6,7,8 Make pairs- odd and even Double to 8 Combine 2 groups Conceptual subitising</p> <p>Building 9 and 10 Find, compare and represent 9 and 10 Conceptual subitising to 10 1 more and 1 less Composition and bonds to 10 Arrangements of 10 Doubles to 10 Explore odd and even.</p>	<p>To 20 and beyond Build numbers beyond 10 (10-13) Build numbers beyond 10 (14-20) Verbal counting beyond 20</p> <p>How many now? Add more How many did I add? Take away How many did I take away?</p>

St Matthew's EYFS Curriculum Overview

Numerical Patterns	<p>Match, Sort and Compare</p> <p>Match objects</p> <p>Match pictures and objects</p> <p>Identify a set</p> <p>Sort objects into a type</p> <p>Explore sorting techniques</p> <p>Create sorting rules</p> <p>Compare amounts</p> <p>Talk about patterns and measure</p> <p>Compare size, mass and capacity</p> <p>Explore simple patterns</p> <p>Copy, continue and create simple patterns.</p> <p>It's me 1,2,3</p> <p>To count to 3 and compare unequal groups.</p> <p>1,2,3,4,5</p> <p>To compare quantities to 5</p> <p>To count to 5</p>	<p>Growing 6,7,8</p> <p>To count to 6,7 and 8</p> <p>To order numbers to 8</p> <p>Compare quantities to 8</p> <p>Building 9 and 10</p> <p>To count to 10</p> <p>To order numbers to 10</p> <p>Compare quantities to 10</p> <p>Explore 3D shapes</p> <p>Identify complex patterns</p> <p>Copy and continue patterns</p> <p>Patterns in the environment</p>	<p>To 20 and beyond</p> <p>Continue patterns beyond 10 (10-13)</p> <p>Continue patterns beyond 10 (14-20)</p> <p>Verbal counting patterns</p> <p>Sharing and grouping</p> <p>Explore sharing</p> <p>Explore grouping</p> <p>Even and odd sharing</p> <p>Play with and build doubles</p> <p>Visualise, build and map</p> <p>Identify units of repeated patterns</p> <p>Create own pattern rules</p> <p>Make connections</p> <p>Patterns and relationships</p>
Shape, Space and Measure	<p>Circles and Triangles</p> <p>Identify and name circles and triangles</p> <p>Compare circles and triangles</p> <p>Shapes in the environment</p> <p>Describe position</p> <p>Shapes with 4 sides</p> <p>Identify and name shapes with 4 sides</p> <p>Combine shapes with 4 sides</p> <p>Shapes in the environment</p> <p>My day and night</p>	<p>Mass and capacity</p> <p>Compare mass</p> <p>Find a balance</p> <p>Explore capacity</p> <p>Compare capacity</p> <p>Length, height and time</p> <p>Explore and compare length</p> <p>Explore and compare height</p> <p>Talk about time</p> <p>Order and sequence time</p> <p>Explore 3D shapes</p> <p>Recognise and name 3d shapes</p> <p>Find 2D shapes within 3D shapes</p> <p>Use 3D shapes for tasks</p> <p>3D shapes in the environment</p>	<p>Manipulate, compose and decompose</p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose and decompose shapes</p> <p>Copy 2D shape pictures</p> <p>Find 2D shape pictures within 3D shapes</p> <p>Visualise, Build and Map</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p> <p>Describe positions</p> <p>Give instructions to build</p> <p>Explore and represent maps</p> <p>Explore own maps</p>

St Matthew's EYFS Curriculum Overview

Understanding the World						
<p>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. <p>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. Explain some similarities and differences between life in the country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observation 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. 						
Understanding the World	Events in their own lives	The Natural World What is in my school?	Transport over time	Where in the world are you from?	What's the weather like today?	People who help us over time
Past and Present	To be able to identify how they have changed since they were babies.	<p>To talk about the school environment and people around us.</p> <p>To know some similarities and differences between things in the past and now based on stories read in class.</p>	Comment on images of familiar situations in the past.	Recognise that environments have changed over time.	To understand that weathers change and to talk about past, current and future weather.	Discuss people close to the children-grandparents e.g.- how is life different now from when they were our age.
People, Culture and Communities	Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate	<p>Understand that some places are special to members of their community.</p> <p>Describe their immediate environment using</p>	To understand that transport helps to link people and communities together.	<p>Talk about some of the places they have visited</p> <p>Find the UK on a map or globe</p> <p>Recognise that some environments are</p>	To note how different people and communities adapt to differing weather.	Talk about members of their immediate family and community. Compare and contrast characters from stories, including

St Matthew's EYFS Curriculum Overview

	special times in different ways.	knowledge from observation, discussion, stories, non-fiction texts and maps.		different to the ones they live in. Recognise some similarities and differences between life in this country and life in other countries. Recognise key features on their way to school and create their own maps of their journey.		figures from the past.
The Natural World	<p>Growing</p> <p>Why is a healthy diet important? To know the importance of a healthy diet to help me grow Talk about healthy and unhealthy foods/lunchboxes To understand that exercise is good for my body</p>		<p>Seasonal Changes</p> <p>To identify the seasons – Autumn, Winter, Spring and Summer To know how to identify seasonal colours To know how to choose appropriate clothing for the seasons To know lots of new life begins in the springtime Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>		<p>Animals/ Plants</p> <p>To know that plants need sun and water to grow To know that most plants need soil and nutrients to grow To know plants grow from seeds To be able to name parts of a plant To make observations of animals and plants and can talk about changes To understand that different animals live in different places To understand about hibernation To understand the lifecycle of a butterfly</p>	
Shine Bright Experiences	A parent to bring in a baby and talk through what babies need	Make a map of our classroom	Chn to work with Y5 and explain what type of vehicle they would	Observe the weather over a period of time	A trip to the Warrington Museum for a Percy the Park Keeper experience	A grandparent to visit Class R and talk about

	What they can and can't do - compare to what the children can do now that they couldn't do as a baby	Healthy Eating - fruit tasting and make a fruit kebab using our favourite fruits	like their buddies to build. Class R to give them lots of their own ideas Share vehicles once they have been made	Using weather symbols, make a weather chart over a weekly period	Animal habitats Make a clay hedgehog	shopping in the past Set up a grocery shop Compare to today's shopping experience
Religious Education						
	Harvest Why do people of faith say thank you to God at Harvest time? Why is the word 'God' so important to Christians? I am Special Why are we all different and special? Christmas How do Christians celebrate Jesus' birthday? Why do Christians perform nativity plays at Christmas? Why do Christians put a cross in an Easter garden?	Stories Jesus Heard What stories did Jesus hear when he was a child? Stories Jesus Told Why did Jesus tell stories? Easter Why do Christians believe that Easter is all about love?	Special Places What makes a place holy? Special Times How do you celebrate special times?			
Expressive Arts and Design						
Creating with Materials <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. Bring imaginative and Expressive <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. 						

St Matthew's EYFS Curriculum Overview

Being imaginative and expressive	Me Learn to sing nursery rhymes and action songs Copy-clap the rhythm of names Experiment with different instruments and sounds. Talk about likes and dislikes of music.	My Stories Listen and respond to different styles of music Explore high pitch and low pitch in the context of the songs Create musical patterns using body percussion Use costumes and resources to act out the Nativity.	Everyone! Use the starting note to explore melodic pattern using one or two notes Join in with whole school singing assemblies. Move in time to music.	Our World Copy-clap some rhythms of phrases from the songs To learn some dance and actions to music.	Big Bear Funk Learn about the interrelated dimensions of music through singing Keep the beat of the song with a pitched note	Reflect, Rewind and Replay Add pitched notes to the rhythm of the words or phrases in the song To act out parts of well known stories.
---	---	--	--	---	---	---

St Matthew's EYFS Curriculum Overview

<p>Creating with Materials</p>	<p><u>Drawing</u> Mark making using a variety of mediums</p> <p>Use skills to draw self-portraits - with basic features in right place</p> <p>Printing to make shields</p> <p>Design their own crown or tiara to use in the fairy tale castle</p> <p>Hold scissors and cut a range of materials</p> <p>Tear paper into strips and simple shapes</p>	<p><u>Printing</u> Create their own Christmas decorations Christmas cards Printing regular and irregular patterns Experimenting with a range of printing methods Make a range of other prints, e.g. from bubble wrap, sponges, rollers</p>	<p><u>Painting & Mixed Media</u> Explore paint through finger painting</p> <p>Use objects from nature as painting tools</p> <p>Create transient art</p> <p>Realise you can mix colours to make a different colour</p>	<p><u>Malleable Materials</u> To experience different malleable materials To be able to use hands mould into a shape. To begin to roll materials - make our own play-doh</p>	<p><u>Sculpture & 3D</u> Explore clay through manipulation and experimentation.</p> <p>Use hands and tools to manipulate playdough.</p> <p>Create artwork using things found in nature.</p> <p>Create animal sculptures.</p>	<p><u>DT - Modelling</u> Design and make a junk model house using a variety of resources</p> <p>To use tapes and glues to join materials</p>
---------------------------------------	--	---	--	---	---	---