

Blackhorse Primary School – EYFS Curriculum Overview

| | <i>Term 1</i> | <i>Term 2</i> | <i>Term 3</i> | <i>Term 4</i> | <i>Term 5</i> | <i>Term 6</i> |
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| <i>Enquiry Question(s) and Lead State of Being</i> | <i>Who's Who? What's Where? What is an Artist? (Artist)</i> | <i>What is a celebration? (Philosopher) What is a musician? (Musician)</i> | <i>What food do people eat? (Engineer)</i> | <i>Where am I? Where have I been? (Geographer)</i> | <i>What grows? (Scientist)</i> | <i>What did children play with in the past? (Historian) What is recycling? (Scientist)</i> |
| <i>"Fab 5" Books</i> | <i>The Three Billy Goats Gruff; Mixed; Supertato; Inside my Body; What makes me Me</i> | <i>Goldilocks and the Three Bears; The Leaf Theif; Stickman; Biscuit Bear; Celebrations Around the World</i> | <i>The Little Red Hen; Have you Filled a Bucket Today?; I want to Ride the Tap Tap; We All Belong; Pancakes to Parathas: Breakfast Around the World</i> | <i>The Three Little Pigs; The Perfect Fit; Six Little Chicks; Little Bear's Spring; Look Inside Farm</i> | <i>Jack and the Beanstalk; The Gigantic Turnip; The Hungry Caterpillar; The Tiny Seed; Trees, Leaves, Flowers and Seeds</i> | <i>Little Red Riding Hood; Somebody Swallowed Stanley; 10 Things I can do to Help my World; Major Glad, Major Dizzy; What a Waste</i> |
| <i>Communication & Language</i> | <ul style="list-style-type: none"> • Children are confident to share their ideas within a small group or 1:1 with an adult. • Children will initiate conversations with their peers or an adult. • Children experiment with different vocabulary, e.g. from stories. | | <ul style="list-style-type: none"> • Children can describe events and ideas in more details. • Children are beginning to join sentences together, e.g. with "and" or "because", to connect their ideas. • Children begin to listen more attentively and can follow more complex instructions. | | <ul style="list-style-type: none"> • Children communicate their ideas clearly, taking part in back and forth conversations. • Children can explain and describe their ideas using full sentences. • Children are attentive listeners and can respond to a story or comment with relevant information. | |

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| | <ul style="list-style-type: none"> Children can follow simple instructions. | | <ul style="list-style-type: none"> Children use new and interesting vocabulary with confidence and in the correct context. |
| <p><i>Personal, Social & Emotional Development</i></p> <p><i>Jigsaw (PSHE)</i></p> | <ul style="list-style-type: none"> Children can share and take turns, sometimes with the support of adults. Children know what the school rules are. Children can label their emotions or the emotions of others. | <ul style="list-style-type: none"> Children can talk about the rules and explain why they are important. Children are confident to try new activities. Children can take turns with others and begin to manage small conflicts. Children can manage their own personal hygiene needs independently. | <ul style="list-style-type: none"> Children demonstrate understanding of their own feelings and the feelings of others. Children show perseverance and resilience when problem solving. Children can play co-operatively with their peers. |
| | <p><i>Jigsaw Unit: Being Me in My World</i></p> | <p><i>Jigsaw Unit: Celebrating Differences</i></p> | <p><i>Jigsaw Unit: Dreams and Goals</i></p> |
| <p><i>Physical Development</i></p> <p><i>PE (Get Set 4 PE)*</i></p> <p><i>*proposed units</i></p> | <ul style="list-style-type: none"> Children can throw and catch a ball with increasing accuracy and control. Children have a preferred dominant hand can draw simple shapes and letters. | <ul style="list-style-type: none"> Children show increased control, paying attention to detail, when drawing. Children show increased control when using cutlery and other tools, e.g. scissors. Children begin to develop an efficient handwriting style, forming some letters correctly. Children move with rhythm in response to music. | <ul style="list-style-type: none"> Children can move safely around a space when running, jumping, balancing, skipping, hopping and climbing. Children demonstrate strength, control and coordination when moving. Children use tools effectively and with control. |

| | Introduction to PE: Unit 1 | Ball Skills: Unit 1 | Dance: Unit 1 | Fundamentals: Unit 1 | Games: Unit 1 | Gymnastics: Unit 1 |
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| Literacy | <ul style="list-style-type: none"> Children enjoy listening to stories and join in with repeated phrases. Children can write their own name. Children can rhyme words and recognise when words start with the same sound. Children are beginning to identify some phoneme-grapheme correspondences. | | <ul style="list-style-type: none"> Children can talk about and name the characters in a familiar story. Children are building their fluency by re-reading books. Children enjoy reading and are confident to use their phonics knowledge for new words. Children can segment words for writing and record the letters in order. | | <ul style="list-style-type: none"> Children can retell familiar stories and talk about the stories in detail. Children can read and write simple word and sentences, consistent with their phonics knowledge. Children can re-read their own writing. Children use finger spaces, capital letters and full stops more consistently. | |
| Phonics | <u>GPCs (Phase 2):</u> s a t p l n m d g o c k ck e u r h b f ff l ll ss <u>CEWs:</u> the, to, into, no, I, go | <u>GPCs (Phase 3):</u> j v w x y z zz qu ch sh th/th ai ee igh oa oo/o oar or ur <u>CEWs:</u> me, we, be, he, she, was, you, they, all | <u>GPCs (Phase 3 cont.):</u> ow oi ear air ure er <u>CEWs:</u> are, my, her Phase 3 Mastery | Phase 3 Mastery | <u>Phase 4:</u> CVCC and CCVC words with adjacent consonants <u>CEWs:</u> said, have, like, so, do, some, come, were, there, little, one, when, out, what | Phase 4 Mastery |
| Mathematics White Rose | <ul style="list-style-type: none"> Children can recognise and reliably count to 5. Children can recite numbers in order to 10. | | <ul style="list-style-type: none"> Children can recognise and count reliably to 10. Children can recite numbers in order to 20. Children can confidently recall number bonds to 5. | | <ul style="list-style-type: none"> Accurately count to 20 and beyond. Children can find different ways to make numbers up to 10. | |

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| | <ul style="list-style-type: none"> Children are beginning to explore and recall ways to make 5. Children can subitise up to 5. Children can name basic 2D shapes. Children can create simple repeating patterns. | <ul style="list-style-type: none"> Children can recall doubling facts, up to double 5. Children are beginning to explore and recall ways to make 10. Children can name some 3D shapes. Children use language to compare length, height, weight and capacity. | <ul style="list-style-type: none"> Children are beginning to recall some number bonds to 10. Children can recall one more and one less, up to 10. | | | |
| | <ul style="list-style-type: none"> Match, Sort and Compare Talk about Measure and Patterns It's Me 1, 2, 3 | <ul style="list-style-type: none"> Triangles and Circles 1, 2, 3, 4, 5 Shapes with 4 Sides | <ul style="list-style-type: none"> Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time | <ul style="list-style-type: none"> Building 9 and 10 Explore 3D Shapes | <ul style="list-style-type: none"> To 20 and Beyond How many now? Manipulate, Compose and Decompose Sharing and Grouping | <ul style="list-style-type: none"> Visualise, Build and Map Make Connections |
| <p><i>Understanding the World</i></p> <p><i>RE (Discovery RE)</i></p> | <ul style="list-style-type: none"> Children can talk about people who are special to them. Children are beginning to talk about similarities and differences between religions and cultural celebrations. Children show interest and curiosity about the natural world. | <ul style="list-style-type: none"> Children can talk about similarities and differences between different environments. Children recognise and talk about their observations as the seasons change. Children can use their senses to describe what they see, hear, smell and feel around them. | <ul style="list-style-type: none"> Children compare similarities and differences between the past and present. Children can talk about what plants need to grow. Children will show care for the natural world around them. | | | |

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| | | | <ul style="list-style-type: none"> Children can use and draw simple maps. | | | |
| | Special People | Christmas | Celebrations | Easter | Stories | Special Places |
| Expressive Arts & Design | <ul style="list-style-type: none"> Children enjoy singing and movement activities in time to music. Children explore the sounds of different musical instruments. Children explore what happens when colours are mixed. Children explore different artistic effects and materials when creating. | | <ul style="list-style-type: none"> Children sing a range of familiar songs and nursery rhymes. Children begin to use instruments to accompany their singing. Children show skill in mixing colours to make other colours. Children's drawings become more detailed. | | <ul style="list-style-type: none"> Children can talk about their creations, explaining the process the choices they made. Children will perform familiar songs to their peers. Children incorporate storylines into their play with their peers. Children choose and use colours accurately. | |
| | | <u>Art Question:</u> How do Artists Paint? | | <u>Art Question:</u> How do Artists Draw? | | <u>Art Question:</u> How do Artists Sculpt? |
| Computing | Computing Systems and Networks | Creating Media | Programming A | Data and Information | Creating Media | Programming B |

Blackhorse Primary School – EYFS Skill Development and Continuous Provision

The aim of continuous provision

The aim of continuous provision is to offer resources and opportunities for children to practise and refine their developing skills. At Blackhorse, we believe that the continuous provision should adapt to the current needs of the children and reflect the key teaching that has taken place. We use the term "Discovery Time" with the children when referring to continuous provision to encourage the children to explore and develop their skills.

Effective continuous provision should empower children to take risks, be active in their play and learning, and allow children to be challenged and succeed. At Blackhorse, we use the term continuous provision to refer to the resources that are always available within the environment. When resources are added for a short time, we refer to them as "enhancements" or "provocations".

Enhancements and Provocations

In addition to the continuous provision on offer, enhancements to the provision are introduced that link to a current focus in the classroom. There are often linked to an enquiry question or Fab 5 text and offer children further opportunities to explore and deepen their learning. These could be additional non-fiction texts or role-play costumes, for example.

Provocations in the environment, however, are more likely to be an invitation for children to have a go at an activity. For example, setting up a creative activity and sharing it with the children would be considered a provocation as they have something specific they can work towards. These provocations are often short lived and vary from day to day, although there is usually a link between these invitations to play and the shared learning going on in the classroom.

Continuous Provision over Time

As the children's knowledge and skills develop, our expectations for how certain resources are used grow. For example, in September children may be using pencils and pens to make simple marks or draw simple shapes. As the year progresses, we would expect children to write their name on their picture and label it with several words before writing a simple sentence.

We also anticipate that the level of support required to access some resources will change as the children develop key skills. For example, we would expect to be explicitly teaching children how to use and hold scissors as they begin school, moving on to them cutting independently but an adult holding and turning the paper before the children become competent and confident enough to cut and hold the paper themselves.

Challenge in the environment

As the children's knowledge and skills is developed over time through experience and teaching (this could be discrete or in the moment teaching as appropriate), the resources available change and the expectations about how they are used evolved. The Skills Progression tables (below) help to show the expectations for children and how they are likely to progress in that skill through their Reception year.

Independent Challenges

In addition, we set the children weekly "Independent Challenges" which allows children to practise and consolidate the whole class learning; it's nothing new. The children are encouraged to manage their own time across the week with regards to completing these challenges. In the autumn, the children begin with one weekly challenge, building up to three challenges a week in the summer.

Once the children have completed a challenge, a “tick” is placed on the picture of their face in the classroom and they can visually see their progress towards meeting their weekly challenge(s). The children are therefore encouraged to manage their own time throughout the week to complete them. This helps the children to work independently but also to organise their unstructured time to fit in both the adult directed activities but also their self-chosen activities too.

Skills Progression Expectations:

The EYFS Statutory Framework, Development Matters (2021) and Birth to Five Matters were consulted when developing this progression document. These tables show the typical progression of children during Reception. The continuous provision and enhancements, as well as direct teaching, will enable children to progress through these stages to become competent for their age. The following tables are not a fully exhaustive list but help to illustrate how we anticipate the children’s skills to develop and change over their Reception year.

| | Term 1 & 2 | Term 3 & 4 | Term 5 & 6 |
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| Scissor & Cutting Skills | <ul style="list-style-type: none"> Show a preference for dominant hand Make snips in paper with scissors Hold paper and cut in a straight line Be safe with scissors | <ul style="list-style-type: none"> Use knife and fork to cut up food Begin to turn paper while cutting out simple shapes, e.g. circle, square Hold scissors correctly with thumb pointing at the ceiling | <ul style="list-style-type: none"> Manipulate paper to cut more complex shapes, e.g. hat, hand Begin to cut out shapes within another shape, e.g. eye hole for a mask |
| Sand & Water Play | <ul style="list-style-type: none"> Explore pouring, filling and emptying containers Begin to use the language of water/sand play, e.g. pour, fill, empty (linked to capacity) | <ul style="list-style-type: none"> Hand eye coordination, e.g. when pouring, is good With support, build channels for water to travel along Fill containers with smaller tools Begin to use language linked to forces, e.g. float, sink | <ul style="list-style-type: none"> Use water channels independently Good co-ordination means children can fill containers and turn out to make sand castles |

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| Drawing Skills | <ul style="list-style-type: none"> • Enjoying making marks • Use simple shapes to represent objects or people • Body parts may come out of the head or be disjointed • Colour selection likely to be more random | <ul style="list-style-type: none"> • Body parts attached/touching the body • Use lines to show movement or sound • Draw emotions, e.g. smiling face • Level of detail is increasing • Beginning to select colours accurately | <ul style="list-style-type: none"> • Drawings are more detailed and controlled • Some awareness of scale, e.g. house is bigger than flower • Accurate use of colour, e.g. blue for the sky |
| Painting Skills | <ul style="list-style-type: none"> • Enjoying making marks with paint • Paintbrush held towards the end, little control over brushstrokes • Painting the whole page one colour • Colour selection likely to be more random • Exploring colour mixing | <ul style="list-style-type: none"> • Body parts attached/touching the body • Use lines to show movement or sound • Draw emotions, e.g. smiling face • Level of detail is increasing • Beginning to select colours accurately • Begin to mix colours with intent | <ul style="list-style-type: none"> • Drawings are more detailed and controlled • Some awareness of scale, e.g. house is bigger than flower • Accurate use of colour, e.g. blue for the sky |
| Climbing Skills | <ul style="list-style-type: none"> • Climb steps and tyres • Use alternate feet to climb stairs • Be willing to have a go with help and support • May need adult to be close and guiding each step/hand • May watch others climb the rope ladder | <ul style="list-style-type: none"> • Increase confidence on the rope ladder • Able to climb on own up the ladder • May have some adult directed to climb rope ladder, but climbing unsupported | <ul style="list-style-type: none"> • Climb rope ladder confidently (up and down) • Run up tyre steps • Climb up and down ladder quickly • May jump down from suitable heights |
| Fine Motor Skills | <ul style="list-style-type: none"> • Show a preference for dominant hand • Use a comfortable or tripod grip to control a pencil | <ul style="list-style-type: none"> • Hold pencil between finger and thumb, beginning to show good control when writing and drawing • Draw with increasing complexity | <ul style="list-style-type: none"> • Write with control and grace • Develop a handwriting style that is accurate and efficient • Manipulate paper to cut more complex shapes, e.g. hat, hand |

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| | <ul style="list-style-type: none"> • Draw closed shapes to represent objects • Can fasten own zip • Make snips in paper with scissors • Hold paper and cut in a straight line • Be safe with scissors | <ul style="list-style-type: none"> • Use knife and fork to cut up food • Begin to turn paper while cutting out simple shapes, e.g. circle, square • Hold scissors correctly with thumb pointing at the ceiling | <ul style="list-style-type: none"> • Begin to cut out shapes within another shape, e.g. eye hold for a mask |
| <p>Engineering (Model Making) Skills</p> | <ul style="list-style-type: none"> • Explores blocks and different materials for building • Stack building blocks and bricks vertically • Join junk modelling resources in a seemingly random way • Thought is not given to the joining method or its effectiveness | <ul style="list-style-type: none"> • Blocks and bricks are stacked and joined vertically, as well as horizontally • Brick selection is more deliberate, e.g. triangular piece to represent a wing • Experimenting with different joining techniques that have been introduced, e.g. split pins • Beginning to create spaces and enclosures | <ul style="list-style-type: none"> • Take inspiration, e.g. from a book, to build a model that is similar • Intentional design and selection of resources • Carefully select junk modelling resources based on shape and features • Select the most appropriate method to join, e.g. sticky tape, string, etc. • Models begin to reflect real life object in terms of shape, colours, function, etc. • Mixing media and materials, e.g. hoop introduced into block play to be a steering wheel |