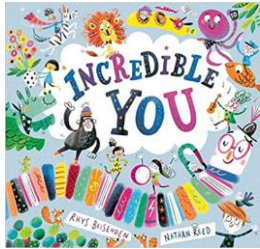







EYFS Curriculum Overview 2023-24

The aim of the EYFS curriculum at Warden House is to make learning irresistible by teaching amazing lessons that empower the children to make stunning progress. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an independent learner. Continuous provision allows us to provide opportunities that build upon children’s experiences and interests to enable all children to reach their potential in every aspect of their development.

	Autumn		Spring		Summer	
Theme	Marvellous Me 	Let’s Celebrate! 	Superheroes 	Dinosaurs 	On the farm 	Space 
COEL	Playing and Exploring – Engagement Finding out and exploring, using what they know in their play, being willing to ‘have a go’.		Active Learning – Motivation Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.		Creating and Thinking Critically – Thinking Having their own ideas, making links, choosing ways to do things.	
Overview	Children will consider what makes them special. They will practise talking about their feelings and learn how others may have different feelings to them.	Children will explore celebrations around the world. They will begin to understand different cultures and celebrations.	Children will think about the jobs people do to help them both inside and outside school. They will work on asking questions and practise communicating with less familiar people.	Children will be learning about how the world has changed over time. They will learn about the wonderful world of dinosaurs. Children will think about how the lives of	Children will learn about farms and farm animals. They will explore how different farm animals help us and the importance of a farmer’s job.	Children will learn about rockets, the moon, stars and the planets. They will teach an alien visitor about life on earth and space travel.



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Literacy Word Reading – Little Wandle	Phase 2 Phonics See overview	Phase 2 Phonics See overview	Phase 3 Phonics See overview	Phase 3 Phonics See overview	Phase 4 Phonics See overview	Phase 4 Phonics See overview
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Literacy - Writing	<p>Read individual letters by saying the sounds for them. Name writing- correct letter and case Pencil grip Writing initial sounds.</p> <p>Handwriting – Letter Join</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Identifying initial and end sounds when writing.</p> <p>Handwriting – Letter Join</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to Little Wandle.</p> <p>Write simple words – CVC</p> <p>Handwriting – Letter Join</p>	<p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, a few exception words. Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment. Labels and caption writing.</p> <p>Handwriting – Letter Join</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Captions and simple sentences.</p> <p>Handwriting – Letter Join</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to check that it makes sense.</p> <p>Handwriting – Letter Join</p>
Maths – White Rose	<p>Getting to know you. Just like me.</p> <p>See overview</p>	<p>It’s me 1,2,3 Light and dark</p> <p>See overview</p>	<p>Alive in 5 Growing 6, 7, 8</p> <p>See overview</p>	<p>Building 9 and 10 Consolidation</p> <p>See overview</p>	<p>To 20 and Beyond First, then, now</p> <p>See overview</p>	<p>Find my pattern On the move</p> <p>See overview</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important. Engage in story times.</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-</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>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</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</p>

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			fiction to develop a deep familiarity with new knowledge and vocabulary.		familiarity with new knowledge and vocabulary.	vocabulary in different contexts.
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
	<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 and sports.</p> <p>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, tweezers, chopsticks, tools, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p> <p>Greenacre PE Scheme</p>					

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Understanding the World	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.
MFL	Introduction of simple Hello words from around the World. One country per week, starting with Europe	Introduction of simple Hello words from around the World. One country per week, starting with Europe	Use 'hello' and 'thank you' as much as you can in French to prepare children for French learning later. 'Understanding of the World' opportunities with tasting days and looking at the map (related to our topic and books)	Use 'hello' and 'thank you' as much as you can in French to prepare children for French learning later. 'Understanding of the World' opportunities with tasting days and looking at the map (related to our topic and books)	Use 'hello' and 'thank you' as much as you can in French to prepare children for French learning later. 'Understanding of the World' opportunities with tasting days and looking at the map (related to our topic and books)	Use 'hello' and 'thank you' as much as you can in French to prepare children for French learning later. 'Understanding of the World' opportunities with tasting days and looking at the map (related to our topic and books)
Music	Exploring Sound	Celebration Music	Music and movement	Musical stories	Transport	Big band

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Expressive Arts and Design	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.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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 KAPOW scheme used for Music					
PSHE Jigsaw Personal, Social and Emotional Development	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Self - Regulation	Express their feelings- share and show how they feel. Adapt behaviour to new routine.	Communication – recall experiences, make choices. Understand how others feel- share experiences similar and different.	Communication – own needs and listen to others. Manage feelings and behaviour.	Express feelings – pride in achievements. Active learning	Work with and negotiate with others Understand how others feel- empathy.	Manage – adapt behaviour for new transition situation Understand feelings about transition

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Managing Self	Self-Awareness- all about me. Confidence in new situation. Responsibility- belongings. Self-care and safety	Independence - resources. Confidence- try new activities and making choices. Responsibility – class resources. Communicate own needs. Keep healthy – tooth-brushing	Independence- tasks and learning to learn. Communication – listen, speak, reflect, respond.	Self-Awareness – strengths /weaknesses. Responsibility- care and concern. Safety. Keeping healthy and vocab.	Independence – work on own and with others. Communication s to negotiate and plan.	Confidence – seek a challenge. Independence around Self-care and safety.
Building Relationships	Build new friendships. Work together – understand simple rules.	Working together- collaboration tasks (focus on sharing and turn taking).	Social skills and positive interactions with others. Use language in play.	Communication – explain own knowledge and understanding.	Work together - collaboration and being considerate to the needs of others.	Work together – take on other’s ideas. Use language – planning play.
Trips, visitors and special days * *subject to change	Christmas PE trip – tbd Marlowe Theatre Pantomime visit	Nativity performance	Visits from the local community	Outdoor Learning Day	Farm visit	Exhibition Evening Sports Day