

# EYFS

## Yearly Overview

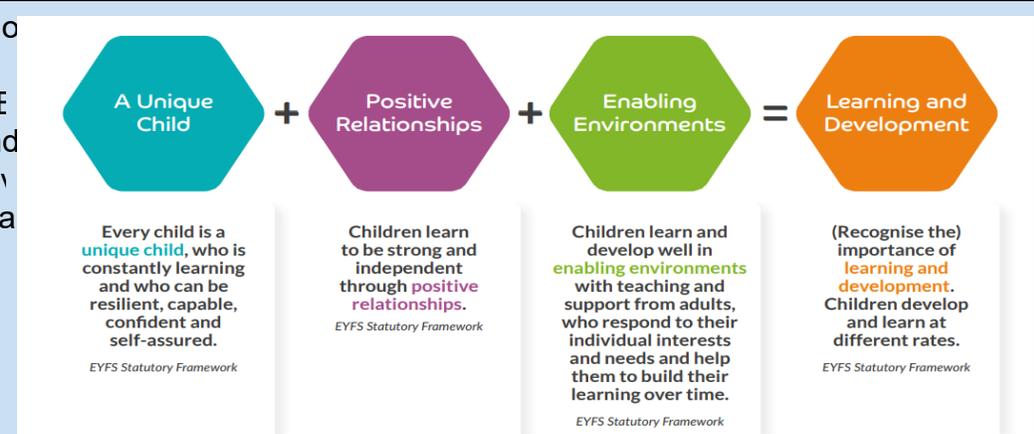
### LTP 25-26



# EYFS Curriculum 25/26

## Overarching Principles

We believe strongly in the importance of putting children at the centre of our practice. The four **principles of effective practice**, outlined in the Statutory Framework for the early years foundation stage (2021) and presented in *E to 5 Matters (2021)*, guides how we support children in their learning and development during the foundation stage at Jubilee LEAD Academy. We view each of these elements as essential components to effective teaching and learning.

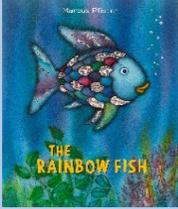
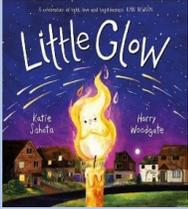
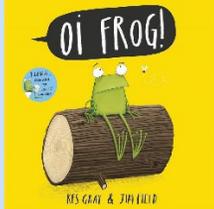
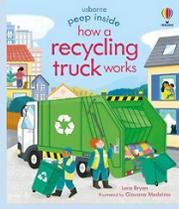
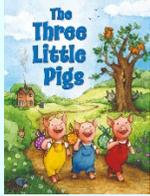
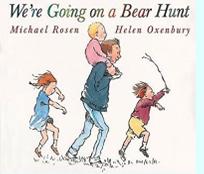


## Characteristics of effective learning

Our curriculum, teaching and provision is carefully designed to reflect the **characteristics of effective learning** ('Birth to 5 matters, 2021), which are behaviours children use in order to learn (learning behaviours):

- **Playing and Exploring (engagement)**
  - finding out and exploring
  - playing with what they know
  - being willing to 'have a go'
- **Active Learning (motivation)**
  - being involved and concentrating
  - continuing to try
  - enjoying achieving what they set out to do
- **Creative and Critical Thinking (thinking)**
  - having their own ideas
  - making links
  - working with ideas

Our direct teaching and provision aims to stimulate curiosity and enthusiasm, thus making learning meaningful to the child. Our foundation stage puts play at the heart of this learning, as we appreciate the power of play across all areas of development. As children immerse themselves in what interests them, they find out about themselves, others, and the world around them.

	Autumn Term		Spring Term		Summer Term	
<b>General Themes and Key content</b>	All About Me Exploring emotions Starting school My friends My family My face and body My Home		Animals & World Habitats Animals Babies Animal lifecycles What do Animals eat? Recycling Under the Sea		Changing Over Time How have objects changed? Past and Present How do I draw a map? How has technology changed? Year 1	
<b>Inquiry Question</b>	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
<b>High Quality Texts</b>						
<b>Core Songs and Rhymes</b>	The Colour Monster So Much! Everybody is Welcome! Elmer  <u>Counting songs</u> 5 Little Ducks 5 Naughty Monkeys 5 Little Speckled Frogs  Nursery Rhymes If you're happy and you know it.	The Christmas Story The story of Rama and Sita (A Diwali Story) What are the seasons? Stickman  <u>Counting songs</u> 5 little Aliens 5 sizzling sausages  Nativity performance songs Christmas songs	Tad Pip and Egg Grandads Island The Proudest Blue  <u>Counting songs</u> Ten green bottles Ten little monkeys Zero Zero Superhero Rhyming songs	Non-fiction animal/ farm/ egg lifecycle books The Very Hungry Caterpillar Tiger who came to Tea  <u>Counting songs</u> 5 little monkeys Old McDonald Down in the jungle How much is that doggy in the window	Jack and The Beanstalk Goldilocks and the three bears Little Red Riding Hood Non-fiction garden/ growing books.  <u>Counting songs</u> Flower, stem, leaves and roots Incy wincy spider Wiggly worm	Emma Jane's Aeroplane Handa's Surprise Whatever Next Snail and the Whale Ruby's Worry  <u>Counting songs</u> 5 Little firefighters Miss Polly had a dolly
<b>Enrichment Opportunities</b>	First day of school Meeting Fireman Fred	Church Visit Celebrations Diwali, Bonfire night, Christmas celebrations The Nativity Xmas jumper day	Visit to our local library	Caterpillar & Butterflies Eggs & Chicks Wonder Dome (Planets and Space)	Spring walk Sing and Share Gardening	Wollaton Hall Visit Transition days year 1 Sports day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals					Early Learning Goal	
Listening, Attention and Understanding						
Speaking	<p>I know how to interact using verbal communication.</p> <p>I know to make eye contact with the person I am speaking to.</p> <p>I know how to use sentences that are well formed orally.</p> <p>I know how to use new vocabulary throughout the school day.</p>	<p>I know how to take turns when speaking to an adult</p> <p>I understand the expectations of listening carefully.</p> <p>I know how to retell stories when I am playing with my friends.</p> <p>I know how to use new vocabulary in my play and communication throughout the day</p>	<p>I understand and use a broader vocabulary (topic specific vocab- see MTP)</p> <p>I know how to take turns throughout longer conversations.</p>	<p>I know how to initiate interaction.</p> <p>I know how and when to ask appropriate.</p> <p>I know how to use a more complex vocabulary (topic specific vocab- see MTP)</p> <p>I know how to pronounce my Set 1 phonemes correctly.</p> <p>I know what past tense is.</p> <p>I know what present tense is.</p> <p>I know how to use these correctly when speaking.</p>	<p>I know how to express an opinion.</p> <p>I know how to make a simple prediction based on a story I have heard.</p> <p>I know that we can talk in different ways for different purposes.</p>	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
Summary Goals	I know how resources can help me in my learning.	I know how to share and respect the property of others.	I know how to solve simple problems when working with my friends.	I know other people may have different feelings than myself.	I know how to empathize with others.	Early Learning Goal
Self Regulation	I know what the behaviour expectations are.	I know how to express my own emotions and recognise how others are feeling.	I know how to adapt to changes in my routine.	I know what I can do well and where I may need extra support.	I know what it means to be resilient.	
Managing Self	I know what friendly behaviour is.	I know how to wait my turn.	I understand classroom expectations.	I know how to share, take turns and respond positively to other children.		
Making Relationships	I know how to be part of a group and join in with conversations.	I know how to follow daily routines.  I know how to make healthy choices regarding food, sleep, hygiene and exercise.	I know how to seek help when needed.	I know how to help others solve their problems.		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
Summary Goals	I know my body can move in different ways.		I know how to control my body in order to produce different ways of moving.		I know how to combine movements to create a simple sequence.	
Gross Motor	I know how to control some parts of my body.		I know how to add detail to my drawings.		I know how to use both sides of my body to support lateral movements.	
Fine Motor	I know how to copy simple dance moves and gestures.		I know how to write my letters correctly.		I know how to throw a ball with increased accuracy at a target.	
	I know how to make marks with a variety of mark making tools.		I know how to paint, draw and use tools on vertical surfaces, in both small and large movements.		I know how to move my body with increased independence.	
	I know how to use a wider range of equipment and mark making tools to make more refined shapes, marks, models and construction.				Early Learning Goal	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
Summary Goals	<p>I know how to hold a story book and turn the pages from front to back.</p> <p>I know how to talk about characters I like from a story I have heard.</p> <p>I know how to orally segment words.</p> <p>I know how to recognise and read some letters from RWI set 1 sounds.</p>	<p>I know how to link phonemes to every letter of the alphabet and am beginning to blend them in words.</p> <p>I know how to respond to a range of questions based on a story I have read.</p> <p>I know what a fiction book is.</p> <p>I know what an author is.</p> <p>I know how to create marks and give them meaning.</p> <p>I know how to use my phonics knowledge to begin to write CVC words.</p>	<p>I know how to read CVC phase 1 words and captions.</p> <p>I know how to consider how characters in familiar stories are feeling.</p> <p>I know what a sentence is.</p>	<p>I know what good reading habits are.</p> <p>I know what long vowels are.</p> <p>I know what a digraph and trigraph is.</p> <p>I know what a non-fiction book is.</p> <p>I know what a poem is.</p> <p>I know how to write a short sentence with a full stop and a capital letter.</p>	<p>I know how to respond to more complex questions about books and stories.</p> <p>I know how to read words and sentences containing SET 1 and 2 sounds.</p> <p>I know how to write recognisable letters and words and read back what I have written.</p>	Early Learning Goal
Comprehension						
Word Reading						
Writing						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
Summary Goals					Early Learning Goal	
Number					I know how to order, identify, subitise, combine and manipulate numbers to 10.	
Numerical Patterns					I know 1 more/ less than. I can recognise mathematical features of some shapes (sides, corners, curved/straightedges).	
Shape Space and Measure					I know how to explore problems including shape (composing and decomposing shapes, shapes are made up of other shapes)  I know how to compare weight, length and capacity.	
	<p>I know how to count to 5.</p> <p>I know how to count in one to one correspondence.</p> <p>I know how to subitise numbers to 5.</p> <p>I know how to represent numbers in different ways.</p> <p>I know how to select the correct numerals for the number.</p> <p>I understand the mathematical language. more, less, bigger, smaller.</p> <p>I know some names and properties of 2D shapes.</p>	<p>I know how to count up to 10 objects by touching each one as I count.</p> <p>I know how to count the total number of objects in 2 groups.</p> <p>I understand one more and one less.</p> <p>I know how to select the correct numeral from 1-10.</p> <p>I know the remaining 2D shapes and their properties.</p> <p>I know and use some prepositions correctly.</p>	<p>I can subitise to five and count on without starting at 1.</p> <p>I am able to use a ten frame and a part-whole model with numbers up to 10.</p> <p>I know how to count to 10 and use a variety of representations.</p> <p>I can identify one more/ one less up to 10.</p> <p>I know counting on gives a bigger number and counting back gives a smaller number.</p>	<p>I know how to use ten frames and talk about the arrangements. I am beginning to estimate.</p> <p>I know how to estimate how many objects I can see and check them by counting.</p> <p>I know how to verbally count to 20 aloud.</p> <p>I know how to recall some number bonds to 10.</p> <p>I know how to use the language more, fewer, less when talking about numbers and quantities up to 10.</p> <p>I know some things are heavy and some are light.</p> <p>I know how to copy and continue a pattern.</p>		

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Themes	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
Summary Goals	I know how to talk about my own families and the people around me.	I understand the passage of time and the significant events in my own timeline (birthdays, nursery and starting school)	I know how I have changed since I was a baby.	I know about events of personal significance and I can order and sequence pictorial representations of my daily routine or tasks	I know the people who can help us in society, including people from the past.	Early Learning Goal
Past and Present	I know how to describe features around me (classroom/school, home, playground)	I know some features of a different environment and what makes it different.	I know how objects in my house have changed over time, such as how we listen to music and how we communicate with our friends and family.	I understand 'similarity.'	I know some historical events were before my time, before my parents time and before my grandparents time.	
People, Culture and Communities	I know the people in my school and what roles they play.	I understand changes like the weather (raining, frost/icy, sunny, cloudy, windy, seasonal changes- leaves falling)	I know that some people have different beliefs and can talk about special celebrations and traditions.	I know how to identify and discuss differences between environments, comparing them to my own.	I know how to ask why questions.	
The Natural World	I know about the about past events in my life (nursery, at home with parents, now in school).	I know that we celebrate a number of different occasions including Christmas, Diwali, Bonfire Night.	I know what a map is and how to use it.  I know what a globe is and that it represents the world.	I understand the key features of the life cycles of a plant and an animal.  I know that there are different countries within the world and discuss the difference between life in these countries comparing it to my own.  I know how to compare my own environment/local area with another environment e.g. seaside	I understand how the weather is linked to seasonal change.  I know a range of different plants and animals.	

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Summary Goals	I understand colour (naming colours), shape and space. I know how to draw a person with head, arms, legs and facial features. I know how to self-select resources to make a structure. I know how to manipulate materials to create a desired effect I know how to sing familiar songs		I know how to select colours for a purpose and mix the appropriately. I know how to manipulate clay for a particular purpose. I know my body can make sounds and music. I know how to use everyday objects and musical instruments to create different sounds. I know how to perform a familiar song		I know how to create new shades of colour. I know different techniques e.g. collage, print, paint, to create art. I know how to use role play with greater sophistication. I know how to make my music more melodic and meaningful. I know how to discuss music, what it sounds like and what it makes me think of.	
Being Imaginative and Expressive	I know how to select appropriate materials for the task set. I know how to join different materials in different ways and show increased ability to problem solve. I know how to improve and refine my ideas.		I know how to adapt well known stories into my role play with others. I know how to plan and create scenarios in collaboration with others where they have different roles. I know how to use scissors and one handed tools to create art safely and accurately.		Early Learning Goal	
Creating with Materials						