



Oughtrington Primary  
Whole Year Curriculum Overview EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super Dooper Me	My Life Story	Polar Lands	Fairytales (3 Little Pigs, Cinderella)	Fairytales (The Gingerbread Man, Little Red Riding Hood)	The Big Wide World (minibeasts and other animals!)
Maths	<p>We follow the NCETM's Mastering Number programme, which focuses on developing the core mathematical skills of subitising, counting, composition of numbers to 10 and recall of number facts within 10. This programme forms the main part of our whole class teaching. This is complemented by learning experiences which focus on the development of key skills within the areas of shape, space and measure. We ensure children are exposed to a wide variety of practical maths situations so that they can develop the strong problem solving and reasoning skills that are essential to becoming competent, confident mathematicians.</p>					
	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>-subitising sets of up to 3</li> <li>- representing numbers to 5 on fingers</li> <li>- counting sets of up to 5 objects accurately</li> <li>- counting sounds</li> <li>-composition of numbers to 5</li> <li>-comparing set using more than and fewer than</li> <li>-using positional language</li> <li>- comparing length &amp; weight</li> <li>-pattern</li> </ul> <p><b>Maths DM 3-4:</b> develop fast recognition of numbers recite nos past 5 cardinal principle show finger numbers link numerals to amount, compare quantities <b>DM Rec:</b> count objects, actions and sounds <b>DM 3-4</b> understand position through words alone describe a familiar route discuss routes and locations make comparisons between objects relating to size, length and weight talk about, identify, extend and create patterns <b>DM Rec:</b> continue, copy and create repeating patterns Compare length and weight</p>	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>- representing numbers to 5, including dice representation</li> <li>- knowing and 5 make 10</li> <li>- comparing sets using language of more than, fewer than, equal to, too many, not enough</li> <li>- learning about whole and parts</li> <li>- composing and decomposing numbers to 6</li> <li>- understanding that when a set of objects is rearranged, the total stays the same</li> <li>-using spatial language</li> <li>- exploring 2D and 3D shapes</li> <li>- selecting shapes appropriately when building</li> </ul> <p><b>Maths DM 3-4:</b> experiment with own symbols &amp; marks as well as numerals Solve real world probs (nos to 5) <b>DM Rec:</b> count objects, actions and sounds Subitise Link numeral with its cardinal number value Compare numbers Explore composition of numbers to 5 <b>DM 3-4</b> select shapes appropriately Combine shapes to make new ones <b>DM Rec:</b> select, rotate and manipulate shapes make comparisons between objects relating to size, length and weight</p>	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>- matching numerals to quantities</li> <li>- recognising die patterns and play track games</li> <li>- recognising and ordering numerals 1-5</li> <li>- writing numbers 1-3 correctly</li> <li>- recognising that each number in counting sequence is 1 more than the previous number</li> <li>- partitioning number 5 in different ways</li> <li>- solving number problems and reasoning about number</li> <li>-revising more than, fewer than, equal to</li> <li>- comparing capacity</li> </ul> <p><b>Maths DM Rec:</b> link number symbol with cardinal number value Subitise Compare numbers Explore composition of numbers to 5 Understand the 1 more/less relationship between consecutive numbers Automatically recall number bonds for numbers 0-5 Compare capacity <b>ELG:</b> subitise up to 5 Compare quantities up to in different contexts, recognising when 1 quantity is greater than, less than or the same as the other Automatically recall number bonds up to 5</p>	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>- revisiting the principles of counting</li> <li>- understanding the composition of numbers 6-10, including the '5 and a bit' structure</li> <li>- writing numbers 4-6 correctly</li> <li>- ordering numbers to 10</li> <li>- understanding doubles</li> <li>- starting to recall doubles facts</li> <li>- understanding odd and even numbers</li> <li>- sharing fairly</li> <li>- solving number problems and reasoning about number</li> <li>- sorting</li> <li>- sequencing events</li> <li>- comparing length</li> <li>- solving problems related to length</li> <li>- developing shape language</li> <li>- manipulating shapes to develop spatial reasoning skills</li> </ul> <p><b>Maths DM Rec:</b> count objects, actions and sounds Link number symbol with its cardinal number value Explore composition of numbers to 10 Automatically recall number bonds for nos 0-5 and some to 10 Select, rotate and manipulate shapes to develop spatial reasoning Compose and decompose shapes Compare length</p>	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>- revisiting counting rules</li> <li>- discuss and practise strategies for counting larger sets</li> <li>- writing numbers 7-10 correctly</li> <li>- counting on from a given number</li> <li>- counting to 20 and beyond</li> <li>- consolidating doubles facts</li> <li>- understanding the composition of numbers 6-10, including the '5 and a bit' structure</li> <li>- exploring the composition of 10</li> <li>- solving number problems and reasoning about number (including problems involving comparing quantities)</li> <li>- finding missing parts of numbers</li> <li>- recalling number bonds to 5, including subtraction facts</li> <li>- counting back</li> <li>- using number lines</li> <li>- reasoning about the position of numbers on the number track</li> <li>- using weight and capacity in practical contexts (linked to food tech)</li> </ul> <p><b>Maths DM Rec:</b> count beyond 10 Explore composition of numbers to 10 Automatically recall number bonds for nos 0-5 and some to 10 Compare weight and capacity</p>	<p><b>Key Learning</b></p> <p><b>Early learning goals...</b></p> <ul style="list-style-type: none"> <li>- continuing to develop subitising skills</li> <li>- using rekenreks to explore composition of number</li> <li>- recalling number bonds to 5</li> <li>- recalling number bonds to 10</li> <li>- recalling doubles facts</li> <li>- revisiting ability to manipulate shapes and continuing to develop spatial reasoning</li> <li>- revising pattern and creating more complex patterns</li> <li>- solving number problems and reasoning about number</li> </ul> <p><b>Maths DM Rec:</b> continue, copy and create repeating patterns <b>ELG:</b> have a deep understanding of nos to 10, including the composition of each number Subitise Automatically recall number bonds up to 5, including subtraction facts, and some number bonds to 10, including double facts Verbally counting beyond 20 Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or equal to another Explore and represent patterns within numbers up to 10, including odds and evens, doubles and how quantities can be distributed equally</p>



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		talk about, identify, extend and create patterns		<p><b>ELG:</b> have deep understanding of number to 10 Automatically recall number bonds to 5 and some bonds to 10, incl. doubles facts, doubles facts, odd and evens and how quantities can be distributed equally</p>	<p><b>ELG:</b> have a deep understanding of numbers to 10 Automatically recall number bonds to 5 <b>including some subtraction facts</b> and some bonds to 10, incl. doubles facts, doubles facts, odd and evens and how quantities can be distributed equally Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or equal to another</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

**NEXT STEPS IN Y1**

**Number & Place Value:**

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

**Addition and Subtraction:**

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = -$

**Multiplication & Division:**

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Fractions:**

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

**Measurement:**

- Compare, describe and solve practical problems for:
  1. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  2. mass/weight [for example, heavy/light, heavier than, lighter than]
  3. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  4. time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
  1. lengths and heights
  2. mass/weight
  3. capacity and volume
  4. time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years



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- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

**Geometry – Properties of Shape:**

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

**Geometry – Position and Direction:**

- describe position, direction and movement, including whole, half, quarter and three quarter turns.



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English	<p><b>Key Learning</b> <b>Communication &amp; Language</b> <b>C &amp; L DM 3-4:</b></p> <ul style="list-style-type: none"> <li>- listening to longer stories</li> <li>- using a wider range of vocabulary</li> <li>- understanding questions and 1 step instructions</li> <li>- retell a story once they are deeply familiar, some in own words and some as exact repetition</li> </ul> <p><b>Reading</b> <b>Literacy DM 3-4:</b></p> <ul style="list-style-type: none"> <li>- understanding 5 key concepts about print</li> <li>- developing phonological awareness (spot &amp; suggest rhymes, recognise words with the same initial sound)</li> <li>- engage in extended conversations about stories, learning new vocab</li> </ul> <p><b>Literacy DM Rec:</b> read individual letters by saying sounds for them blend sounds into words (orally)</p> <p><b>Writing</b> <b>Literacy DM 3-4:</b></p> <ul style="list-style-type: none"> <li>- using some of their print and letter knowledge in early writing attempts</li> <li>- write some or all of their name</li> <li>- write some letters accurately</li> </ul> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>- shopping list using at least initial sounds</li> </ul>	<p><b>Key Learning</b> <b>Communication &amp; Language</b> <b>C &amp; L DM 3-4:</b></p> <ul style="list-style-type: none"> <li>- listening to longer stories &amp; remembering much of what happens</li> <li>- learning new vocabulary</li> <li>- understanding why questions and 1 step instructions</li> <li>- learn rhymes, poems and songs</li> </ul> <p><b>Reading</b> <b>Literacy DM 3-4:</b></p> <ul style="list-style-type: none"> <li>- engage in extended conversations about stories, learning new vocab</li> </ul> <p><b>Literacy Rec:</b></p> <ul style="list-style-type: none"> <li>- read individual letters by saying sounds for them</li> <li>- blend sounds into words so that they can read words made up of known letter-sound correspondences</li> </ul> <p><b>Writing</b> <b>Literacy 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>- use some of their print and letter knowledge in early writing attempts</li> <li>- write some letters accurately</li> <li>- write all of their name</li> </ul> <p><b>Literacy Rec:</b></p> <ul style="list-style-type: none"> <li>- spell words by identifying sounds and writing the corresponding letters</li> <li>- learning to leave finger spaces between words</li> <li>- writing 2 or 3 word phrases</li> </ul> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>- labels for ingredients</li> <li>- captions for story</li> <li>- writing short phrases (for Santa, Christmas card inserts)</li> </ul>	<p><b>Key Learning</b> <b>Communication &amp; Language</b> <b>C &amp; L DM 3-4:</b></p> <ul style="list-style-type: none"> <li>- listening to longer stories &amp; remembering much of what happens</li> </ul> <p><b>C &amp; L DM Rec:</b></p> <ul style="list-style-type: none"> <li>- learning new vocabulary and using it throughout the day</li> <li>- understanding why questions and 2 step instructions</li> <li>- ask questions to find out more and check understanding</li> <li>- engage in non-fiction books</li> </ul> <p><b>Reading</b> <b>Literacy DM Rec:</b></p> <ul style="list-style-type: none"> <li>- blends sounds into words</li> <li>- read some letter groups that each represent 1 sound and say sounds for them</li> <li>- read a few common exception words matched to phonics programme</li> </ul> <p><b>Writing</b> <b>Literacy DM Rec:</b></p> <ul style="list-style-type: none"> <li>- using some of their print and letter knowledge in early writing attempts</li> <li>- write all of their name</li> <li>- write some letters accurately</li> <li>- spell words by identifying most dominant sounds and writing the corresponding letters</li> <li>- writing short captions with finger spaces</li> <li>- write short, dictated sentences with words with known GPCs</li> <li>- re-reading what we've written to check that it makes sense</li> </ul> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>- list of equipment to take on an expedition</li> <li>- captions to match pictures from The Great Explorer</li> </ul>	<p><b>Key Learning</b> <b>C &amp; L DM Rec:</b></p> <ul style="list-style-type: none"> <li>- listening to &amp; talk about stories to build familiarity and understanding</li> <li>- retell a story once they are deeply familiar, some in own words and some as exact repetition</li> <li>- use new vocabulary in different contexts</li> <li>- ask questions to find out more and check understanding</li> </ul> <p><b>Reading</b> <b>Literacy DM Rec:</b></p> <ul style="list-style-type: none"> <li>- blends sounds into words</li> <li>- read some letter groups that each represent 1 sound and say sounds for them</li> <li>- read a few common exception words matched to phonics programme</li> <li>- read simple phrases and sentences with known letter sound correspondences</li> <li>- rereading books to build up confidence and word reading, fluency, understanding &amp; enjoyment</li> </ul> <p><b>Writing</b> <b>Literacy DM Rec:</b></p> <ul style="list-style-type: none"> <li>- write all of their name</li> <li>- write most letters accurately</li> <li>- spell words by identifying most sounds and writing the corresponding letters</li> <li>- write short captions and sentences with words with known GPCs</li> <li>- leaving finger spaces between words</li> <li>- re-reading what we've written to check that it makes sense</li> </ul> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>- captions to match pictures from story</li> </ul>	<p><b>Key Learning</b> <b>C &amp; L DM Rec:</b></p> <ul style="list-style-type: none"> <li>- listening to &amp; talk about stories to build familiarity and understanding</li> <li>- retell a story once they are deeply familiar, some in own words and some as exact repetition</li> <li>- use new vocabulary in different contexts</li> <li>- ask questions to find out more and check understanding</li> <li>- learn rhymes, poems and songs</li> </ul> <p><b>Reading</b> <b>Literacy DM Rec:</b></p> <ul style="list-style-type: none"> <li>- blends sounds into words</li> <li>- read some letter groups that each represent 1 sound and say sounds for them</li> <li>- read a few common exception words matched to phonics programme</li> <li>- read simple phrases and sentences with known letter sound correspondences and a few exception words</li> <li>- rereading books to build up confidence and word reading, fluency, understanding &amp; enjoyment</li> </ul> <p><b>Writing</b> <b>Literacy DM Rec:</b></p> <ul style="list-style-type: none"> <li>- write all of their name</li> <li>- write most lower case and some capital letters accurately</li> <li>- spell words by identifying most sounds and writing the corresponding letters</li> <li>- write short sentences with words with known GPCs</li> <li>- consistently leave finger spaces between words</li> <li>- start to use capital letters and full stops</li> </ul>	<p><b>Key Learning</b> <b>Early learning goals...</b></p> <ul style="list-style-type: none"> <li>- listening to longer stories &amp; remembering much of what happens</li> <li>- learning new vocabulary and using it throughout the day</li> <li>- ask questions to find out more and check understanding</li> <li>- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>- learn rhymes, poems and songs</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- blends sounds into words</li> <li>- read some letter groups that each represent 1 sound and say sounds for them</li> <li>- read a few common exception words matched to phonics programme</li> <li>- read simple phrases and sentences with known letter sound correspondences</li> <li>- rereading books to build up confidence and word reading, fluency, understanding &amp; enjoyment</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- write all of their name</li> <li>- write most lower case and capital letters accurately</li> <li>- spell words by identifying sounds and writing the corresponding letters</li> <li>- write short sentences with words with known GPCs</li> <li>- start to use capital letters and full stops</li> <li>- re-reading what we've written to check that it makes sense</li> </ul> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>- writing 2 sentences about minibeasts (factual sentences)</li> </ul>



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			- writing dictated sentences about polar animals	- writing dictated sentences - writing an invitation (own ideas)	- re-reading what we've written to check that it makes sense  <b>Writing outcomes:</b> - sentences in speech bubbles (own ideas) - writing instruction sentences (recipes, how to catch a wolf)	- retelling favourite part of story (2+ sentences) - writing about own minibeast superhero character( 2+ sentences)
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**NEXT STEPS IN Y1**

**Word reading:** apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading.

**Comprehension:** develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them.

**Writing Transcription:** spell: ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week English 23 Statutory requirements ♣ name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un- ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Handwriting:** sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

**Composition:** write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher

**Vocabulary, grammar and punctuation:** develop their understanding of the concepts set out in English Appendix 2 by: ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing.



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Science	<p><b>Humans</b> (talking about self, friends and family, mirrors to look at faces, similarities &amp; differences, people who care for us) PLUS – body parts (see Computing)</p> <p><b>Sound</b> sound walk, recording sounds AND exploring using senses; what we see, hear and feel when outside, sensory walk</p> <p><b>UtW 3 &amp; 4: use all their senses in hands on exploration of natural materials</b> <b>Rec:</b> explore the natural world around them - Talk about members of their immediate family and community - Describe what they see, hear and feel whilst outside <b>ELG: explore the natural world around them, making observations and drawing pictures</b></p>	<p><b>Seasonal Changes</b> (Rain, snow, wind, hibernation, animals in local environment)</p> <p><b>Earth &amp; Space</b> observing the position of the sun, feeling the difference in temperature when sun is in front of and behind clouds, knowing that we can see the moon at night and sometimes during the day, knowing that we can only see the stars at night, talking about what happens during the day and night time</p> <p><b>UtW 3 &amp; 4: use all their senses in hands on exploration of natural materials</b> <b>Rec:</b> explore the natural world around them - Describe what they see, hear and feel whilst outside - Understand the effect of the changing seasons on the natural world around them <b>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></p>	<p><b>Animals Excluding Humans</b> (looking at pics of animals in different habitats, describing polar habitats)</p> <p><b>Introduction to Changing Materials</b> (exploring melting) <b>UtW 3 &amp; 4: use all their senses in hands on exploration of natural materials</b> - Talk about changes they notice - Begin to understand the need to respect and care for the natural environment and all living things <b>Rec:</b> explore the natural world around them <b>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></p>	<p><b>Materials</b> (exploring a range of natural and manmade materials)</p> <p><b>Light</b> (noticing movement of sun, exploring shadows and rainbows)</p> <p><b>Seasonal Changes</b> (signs of spring; flowers and leaves, weather, baby animals) <b>UtW 3 &amp; 4: Use all of their senses in hands-on exploration of materials</b> - Explore collections of materials with similar/different properties - Talk about the differences between materials - Talk about what they see using a wide vocabulary - Explore how things work <b>Rec:</b> describe what they see, hear and feel whilst outside - Understand the effect of the changing seasons on the natural world around them <b>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></p>	<p><b>Changing Materials</b> (baking – mixing batter and noticing changes during and after baking, melting)</p> <p><b>Forces</b> To understand some important processes &amp; changes in the natural world: melting, solidifying, floating &amp; sinking <b>UtW 3 &amp; 4: Use all of their senses in hands-on exploration of materials</b> - Talk about what they see using a wide vocabulary - Explore and talk about different forces they can feel - Talk about the differences between materials and the changes they notice <b>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></p>	<p><b>Living Things and their Habitats</b> (photos of plants and minibeasts in local environment, match minibeasts &amp; plants to photos of them, observe closely &amp; draw, sorting according to own criteria)</p> <p><b>Seasonal Change</b> - Summer walk – looking for and listening out for signs of summer <b>UtW 3 &amp; 4: Talk about what they see using a wide vocabulary</b> - Understand the key features of the life cycle of a plant and an animal - Begin to understand the need to respect and care for the natural environment and all living things - Explore and talk about different forces they can feel - Talk about the differences between materials and the changes they notice <b>Rec:</b> describe what they see, hear and feel whilst outside - Explore the natural world around them - Understand the effect of changing seasons on the natural world around them <b>ELG: explore the natural world around them, making observations and drawing pictures of animals and plants</b></p>



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<b>NEXT STEPS IN Y1</b>	<b>Humans</b> <ul style="list-style-type: none"><li>- identify basic body parts and which is associated with each sense</li><li>- recognise that humans are animals</li><li>- recognise own features and similarities between humans</li></ul>	<b>Light &amp; Astronomy, Seasonal Change</b> <ul style="list-style-type: none"><li>- observe changes across 4 seasons and weather associated with the seasons and how day length varies</li></ul>	<b>Other Animals</b> <ul style="list-style-type: none"><li>- identify and name a range of common animals including fish, amphibians, reptiles, birds and mammals, herbivores, carnivores and omnivores</li><li>- understand that animals are alive and move, feed, grow, use their senses and reproduce</li></ul>	<b>Everyday Materials</b> <ul style="list-style-type: none"><li>- distinguish between an object and the material it is made from</li><li>- identify and name a variety of everyday materials</li><li>- describe their common physical properties</li><li>- compare and group materials</li></ul> <b>Light &amp; Astronomy, Seasonal Change</b> <ul style="list-style-type: none"><li>- observe changes across 4 seasons and weather associated with the seasons and how day length varies</li></ul>	<b>Everyday Materials</b> <ul style="list-style-type: none"><li>- distinguish between an object and the material it is made from</li><li>- identify and name a variety of everyday materials</li><li>- describe their common physical properties</li><li>- compare and group materials</li></ul>	<b>Other Animals</b> <ul style="list-style-type: none"><li>- understand that animals are alive and move, feed, grow, use their senses and reproduce</li><li>- describe and compare animal structures</li><li>-group animals according to features</li><li>- understand need to care for animals</li></ul>
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Art	<p><b>Drawing</b> self-portrait -drawing skills baseline assessment (chn to draw themselves - whole body) -introducing what a portrait is &amp; showing historical portraits -drawing portrait of friend - drawing self-portrait -collaging photo portrait of self.</p>	<p><b>Printing</b> - Range of simple printing activities in art area of continuous provision (bubble wrap, fingers, stampers etc) - Crafts for Christmas cards; collage with tissue paper, fingerprinting</p>	<p><b>Colour &amp; Collage</b> - learning about primary colours - learning how to mix secondary colours (handprints) - simple paintbrush skills - Creating <b>texture</b> through collaging with a range of papers and materials in primary and secondary colours to create colour wheel</p>		<p><b>Drawing</b> Revisiting and refining drawing skills by -learning the beginnings of observational drawing (fruit linked to Red Riding Hood)</p>	<p><b>Sculpture</b> - learning a range of shaping and mark-making techniques when working with clay/plasticine</p> <p><b>PLUS</b> observational drawing of plants &amp; animals as part of Science</p>
<b>NEXT STEPS IN Y1 – observational drawing of spirals, birds and feathers, printing using printing plates, sculpture using wire and paper</b>						



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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DT	<p><b>Assessing scissor skills</b> (cutting paper; fringing, straight lines)</p>	<p><b>Scissor skills, folding and joining</b> <b>Christmas crafts</b> Learning simple scissor skills</p> <ul style="list-style-type: none"> <li>-holding scissors correctly &amp; snipping</li> <li>- cutting curved lines</li> <li>- exploring simple joining skills (glue, sellotape, masking tape)</li> <li>- learning to fold</li> <li>- following instructions and using taught skills to complete a range of Christmas crafts</li> </ul>		<p><b>Free Standing Structure</b> <b>Building a shelter</b></p> <ul style="list-style-type: none"> <li>- exploring natural materials and their properties prior to building (wood, stone, straw)</li> <li>-exploring manmade materials - paper, cardboard, plastic)</li> <li>-exploring a range of joining techniques (glue, masking tape, sellotape, hinges)</li> <li>-choosing from a range of materials to build a model house for a toy pig figure to fulfil basic given criteria (must have walls that stand on their own). Focus on using taught folding &amp; joining techniques</li> </ul>	<p><b>Food Technology</b> <b>Fruit Salad</b> <b>Baking</b></p> <ul style="list-style-type: none"> <li>- Cutting soft fruits using a simple knife to make fruit salad for Grandma</li> <li>- Refining cutting skills using playdoh, plasticine in continuous provision</li> <li>- Knowing fruits and vegetables &amp; understanding the principles of healthy eating</li> <li>- baking</li> </ul>	<p><b>Introduction to the Design Process</b> <b>Junk Modelling Boat</b></p> <ul style="list-style-type: none"> <li>- creating own simple criteria for building</li> <li>- exploring materials and their properties (wood, stone, metal, paper, card, plastic, cardboard)</li> <li>- testing and evaluating materials (waterproof, float or sink)</li> <li>- building to a criteria</li> <li>- suggesting &amp; making simple improvements</li> </ul> <p><b>(see Computing unit)</b></p>

**NEXT STEPS IN Y1** – sliders & levers when making a simple story book, free standing structures when making a simple bridge, food and nutrition when designing, making and evaluating a fruit smoothie



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super Dooper Me	My Life Story	Polar Lands	Fairytales (3 Little Pigs, Cinderella )	Fairytales (The Gingerbread Man, Little Red Riding Hood)	The Big Wide World (minibeasts and other animals!)
History		<p><b>How Have I Changed Since I was a Baby?</b></p> <ul style="list-style-type: none"> <li>- Photos of self as a baby &amp; discussing changes as we grow</li> <li>- introduction to present and past as key terms</li> <li>-simple timeline of own life so far</li> </ul> <p><b>What was Christmas Like When My Grandparents were 5?</b></p> <ul style="list-style-type: none"> <li>- Use the book 'The Toymaker' as a stimulus to learn about what toys were like in the past</li> <li>- Exploring old toys from Warrington museum?</li> <li>- revisit simple timeline present, my past, my grandparents past</li> <li>- Grandparent visit to talk about Christmas in the past?</li> </ul>		<p><b>How has daily life changed over time?</b></p> <ul style="list-style-type: none"> <li>- Watch 'The Slipper and the Rose' as a stimulus</li> <li>- Comparing Cinderella's house to own houses</li> <li>- comparing the way Cinderella cleans and travels to the way these things are done now</li> <li>- look at what parties were like in the past and what they are like now (music, dancing, food)</li> <li>- experience an old style ball</li> <li>- revisiting simple timelines</li> </ul>	<p><b>How has daily life changed over time?</b></p> <ul style="list-style-type: none"> <li>- look at photos of kitchens/cooking in the past, noting similarities and differences</li> <li>- looking at how communication was different in the past (letters and landlines, emails, mobiles and the internet)</li> <li>- revisiting simple timelines</li> </ul>	<p><b>Past and Present Consolidation</b></p> <p>Sorting photos and items from across the year into past and present groups</p>
<p><b>NEXT STEPS IN Y1– history of our school</b> (what school grounds were like in the past and how school day was different for grandparents) <b>local high streets through time</b> (how has shopping changed? Using a range of sources, similarities and differences between past and now) <b>holidays over time</b> (how and why have holidays and how we travel changed over time?)</p>						



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super Dooper Me	My Life Story	Polar Lands	Fairytales (3 Little Pigs, Cinderella )	Fairytales (The Gingerbread Man, Little Red Riding Hood)	The Big Wide World (minibeasts and other animals!)
Geography	<p><b>My New Environment (field work, mapping - looking at simple maps, creating physical map)</b></p> <ul style="list-style-type: none"> <li>- Walks around the outdoor school environment looking at nature</li> <li>-listening walks</li> <li>- walks around the inside of school</li> <li>- Make physical map of classroom, playground</li> <li>- Use 'My Map Book' as stimulus</li> <li>- Simple drawing map of classroom OR bedroom</li> </ul>		<p><b>Polar Lands (Contrasting Environment)</b></p> <ul style="list-style-type: none"> <li>-- Using Google Maps and photos to learn about Lymm landmarks/Lymm village centre</li> <li>- Locate Polar Lands on world map</li> <li>- Explore a range of non-fiction books about life in Polar Lands</li> <li>- Using Google Maps, videos and photos to research</li> </ul> <p><b>PLUS China when learning about Chinese New Year</b></p>		<p><b>Mapping Stories and Journeys (Mapping Skills)</b></p> <ul style="list-style-type: none"> <li>- using positional language to direct people around an obstacle course</li> <li>- creating story map of the Gingerbread Man's journey</li> <li>- creating story map of own version of The Gingerbread Man story</li> <li>- creating a simple map of route to school</li> </ul> <p><b>PLUS</b> see links to Computing Unit</p>	<p><b>Contrasting Environment – Australia</b></p> <ul style="list-style-type: none"> <li>- Where have I been on holiday? (look at photos of chn on holiday to cover development matters statement re talk about differences experienced or seen in photos)</li> <li>-(what are minibeasts and animals like there?)</li> <li>- locating holiday places on a very simple map of the world</li> <li>- looking at pictures of Australia, environment and wildlife</li> <li>- talk from Mrs Shipton about weather, plants and animals in Australia</li> </ul>
<p><b>NEXT STEPS IN Y1 – our lovely school grounds</b> (human &amp; physical features of school grounds, using compass directions, symbols and routes on a map, creating simple map using basic symbols <b>The U.K.</b> (4 countries and capital cities of the UK, main characteristics of the 4 countries, human and physical features) <b>Oceans &amp; continents</b> (names of 7 continents and 5 oceans, using world maps, atlases and globes, compass vocabulary)</p>						



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Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Super Dooper Me</b>	<b>My Life Story</b>	<b>Polar Lands</b>	<b>Fairytales (3 Little Pigs, Cinderella )</b>	<b>Fairytales (The Gingerbread Man, Little Red Riding Hood)</b>	<b>The Big Wide World (minibeasts and other animals!)</b>
<b>Information technology around us</b> - learning how to use information technology in the classroom (IWB) - learning how to use an ipad to take a simple photo	<b>Awesome Autumn Unit</b> - Leaf labyrinth (logic, algorithms, decomposition) - Pumpkin soup sequencing activity (algorithms, decomposition, collaborating) <b>PLUS keyboard skills –</b> typing labels on ipads	<b>Digital Painting</b> - exploring how to use simple drawing app to create a winter scene - learning to use stamping tools	<b>Springtime Unit</b> - Seed sequencing activity (algorithms and decomposition)	<b>Springtime Unit -</b> - Rabbit run activity (moving a rabbit around grid using positional language) (algorithms) - Red Riding Hood moving around map to collect food for Grandma - programmable toys (algorithms) <b>(precursor to Moving a Robot Y1)</b>	<b>Boats Ahoy Unit CC with DT</b> - what is a good boat? (logic, pattern, abstraction) - is this a good boat? (logic, pattern) - build a boat (algorithms, decomposition) <b>PLUS - grouping minibeasts (see Science)</b>	
Project Evolve Early Years Online Safety Program <a href="https://projectevolve.co.uk/toolkit/resources/years/early-years-7">https://projectevolve.co.uk/toolkit/resources/years/early-years-7</a> <b>NEXT STEPS IN Y1:</b> info tech around us (identifying technology in school, using computers responsibly), digital painting (use freehand, fill and undo tools, compare digital and traditional painting), Moving a robot (understanding a program as set of commands a computer can run, predict outcome of a command, combine a series of commands and run a programme), Grouping data (labelling and grouping objects, grouping objects with similar properties, group objects in more than 1 way, share their findings), Digital writing (using keyboard, shift key, backspace and using cursor, bold, italic and underline buttons, changing font), Programming animations (use ScratchJnr to use commands to move a sprite, compare this to using a Beebot, using blocks of commands, creating simple algorithms)						



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Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Super Dooper Me</b>	<b>My Life Story</b>	<b>Polar Lands</b>	<b>Fairytales (3 Little Pigs, Cinderella )</b>	<b>Fairytales (The Gingerbread Man, Little Red Riding Hood)</b>	<b>The Big Wide World (minibeasts and other animals!)</b>
	<b>Learning and singing nursery rhymes</b> - learn, sing and perform nursery rhymes from memory -find the pulse through copying -move to the pulse of music - copy and clap rhythms of small phrases (e.g. names)	<b>Singing &amp; Performance</b> - enjoy movement to music - movement in time to music (link to P.E.) - explore high and low sounds -sing along with pre-recorded songs - perform for an audience	<b>Pulse and Pitch</b> - enjoy music of a variety of styles - invent ways to find the pulse - copy rhythms of phrases from simple songs - high and low pitch in terms of songs - performing and recording a song	<b>Pulse, Pitch and Performing</b> - enjoy music of a variety of styles - invent ways to find the pulse - copy rhythms of phrases from simple songs - high and low pitch in terms of songs - performing and recording a song, adding simple instrumental parts - evaluating a performance with 2 stars and a wish	<b>Classical Music &amp; Using Instruments</b> - Listening and responding to music that people would have danced to in the past (classical music) - explore high and low pitch with simple graphic score images - playing simple AB patterns on glockenspiels using notes C, D and E - creating simple AB patterns on glockenspiels - sing with backing tracks	<b>Funk Music (charanga)</b> - Listening and responding to funk music, saying what they like, can hear and how it makes them feel - Exploring similarities and differences between funk and classical - Use riff based composition - Perform a simple song adding simple instrumental parts - performing and recording a song, adding simple instrumental parts - evaluating a performance with 2 stars and a wish
<b>NEXT STEPS IN Y1:</b> introducing beat, rhythmic and melodic patterns, adding rhythm and pitch, dynamics, tempo, texture and articulation, playing glockenspiels, performing songs with actions, exploring and creating graphic scores by inventing own symbols						



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RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super Dooper Me	My Life Story	Polar Lands	Fairytales (3 Little Pigs, Cinderella )	Fairytales (The Gingerbread Man, Little Red Riding Hood)	The Big Wide World (minibeasts and other animals!)
	<p><b>Special Times – Celebrations</b>  <a href="#">Autumn Term EYFS RE Unit - Special Times</a>            - What is a celebration?            - Birthdays            - Harvest</p>	<p><b>Special Times – Celebrations</b>  <a href="#">Autumn Term EYFS RE Unit - Special Times</a>            - what times are special to different people and why            - Learning about Diwali (12-16th November)            - Christmas</p>		<p><b>Special Stories – Bible Stories</b>  <a href="#">Spring Term EYFS RE Unit - Special Stories</a>            - What makes an object special?            - Look at different bibles            - Why are some stories special? What special messages can we learn from stories? Read bible stories (e.g. wise &amp; foolish builder)            - Parent visit – Qu’ran            - Learning about Ramadan (starts 22nd March) &amp; Eid-ul-Fitr (21-22nd April)            - Learning about Easter</p>	<p><b>Special Places</b>  <a href="#">Summer Term EYFS RE Unit - Special Places</a>            - what makes a place special? How do we show respect when visiting special places?            - what buildings/places are special to different people? exploring pictures of churches, mosques and mandirs            - invite Father Michael in to explain what their job is and why the church is important to him</p>	
<p><b>NEXT STEPS IN Y1: Why do Christians say that God is a Father?</b> (families and our roles in them, prayer in church) <b>Why is Jesus special to Christians?</b> (babies, nativity story, giving presents and Jesus as a gift from God), <b>How might beliefs about creation affect the way people treat the world?</b> (exploring why it is important to care for the environment, environmental issues and how this connects with Islamic beliefs about God’s creation of the world, caretakers of the world) <b>Why might some people put their trust in God? Judaism</b> (what promises are, Noah and rainbow as a sign of God’s promise, festival of Sukkot), <b>What do Hindu’s believe about God?</b> (different roles we have, Hindu worship and Hindu gods)</p>						



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Spanish	-	<b>Joining In</b>	<b>Counting and Singing</b>	<b>Rainbows and Colours</b>	<b>Families and rhymes</b> Tasting Spanish food	
PSHCE	<b>Being Me in My World</b> 'Who am I and how do I fit?' <b>PLUS</b> – meeting and learning about the roles of members of school and local community	<b>Celebrating Difference</b> - Respect for similarity and difference - Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this <b>PLUS</b> – learning about how Chinese New Year (22nd Jan)	<b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change
	<b>NEXT STEPS IN Y1: progression clearly mapped out by our PSHCE scheme – Jigsaw</b>					
PE	<b>Introduction to PE</b>	<b>Dance</b>	<b>Fundamentals of Movement</b>	<b>Gymnastics</b>	<b>Ball Skills</b>	<b>Games</b>
	<b>NEXT STEPS IN Y1: progression clearly mapped out by our PE scheme – Get Set 4 PE</b>					