



Wembdon St George's Church School EYFS Curriculum Overview

Wembdon St George's Church School

Our Learning in EYFS

Wembdon St George's Curriculum Intent:

As a school, we have set our curriculum intent with our children at the centre. Our school curriculum intent is underpinned by the Bath and Wells Multi Academy Trust curriculum intent.

- It is tailored to meet the needs of Wembdon St George's church school, its context within a town setting and its pupils.
- Provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our values and the development of a contextually relevant curriculum.
- Is ambitious for all pupils and provides additional opportunities to inspire ambition within our pupils.
- Recognises, celebrates, and welcomes each pupil as a unique individual.
- Secures pupils' core skills, knowledge and understanding to at least an age-appropriate level and beyond, and is adapted, designed and developed for pupils with additional learning needs or disabilities.
- Provides enrichment opportunities to broaden and enhance the curriculum experience for pupils.
- Is flexible and responds to pupils' feedback, the evaluations of how well pupils learn and make progress, and in pupils' performance in external and internal assessments.

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Term 1 – Marvellous me!	Term 2 – People who help us	Term 3 – Around the World	Term 4 – It's a bug's life.	Term 5 – The Secret Garden	Term 6 – A pirate's life for me!
Curriculum "WOW"	All about me box Make pumpkin soup.	Local walk Fire brigade visit Nativity	Food Tasting	Bug hunt welly walk Hatch butterflies	Woods Trip Plant own seeds	Pirate day
Events, Themes and seasons.	Stay and play sessions Bridgwater Fair Autumn - seasonal changes Harvest	Carnival Festivals and Light Remembrance Day Christmas	Winter- seasonal changes New Year celebrations in different cultures Shrove Tuesday	Spring - seasonal changes Easter	Summer- seasonal changes Lifecycles and growing	Sports Day Transition and changes



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Personal, Social and Emotional Development. Self-Regulation	Talk about their feelings using words like: 'happy', 'sad', 'angry' or 'worried'	Identify and moderate their own feelings socially and emotionally	Talk with others to solve conflicts.	Show resilience and perseverance in the face of challenge.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing self	Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.	Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently	See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building Relationships	Play with one or more other children, extending and elaborating play ideas.	Begin to understand how others may feel. Express their feelings and	Help to find solutions to conflicts and rivalries.	Build constructive and respectful relationships.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;.



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		consider the feelings of others.			Show sensitivity to their own and to others' needs.	
Events, themes and seasons	Autumn - seasonal changes Induction/ Settling in Harvest	Christmas Festivals and Light Carnival	Winter- seasonal changes New Year celebrations in different cultures	Spring - seasonal changes Easter	Summer- seasonal changes Lifecycles / growing	Sports Day Transition
Physical Development Fine Motor Skills	Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper with scissors.	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, knives, forks and spoons.	Use a comfortable grip with good control when holding pens and pencils.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
Gross Motor Skills	Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing	Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	



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Communication and Language Listening, Attention and Understanding	Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	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 familiarity with new knowledge and vocabulary.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
Speaking	Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.	Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Literacy	Texts: Talk for Writing: We're going on a Bear Hunt. Reading: Rhyming stories,	Texts: Talk for Writing: The Gingerbread Man. Reading: The Memory Tree,	Texts: Talk for Writing: How to catch a star. Reading: Whatever next,	Texts: Talk for writing: The very Hungry Caterpillar. Reading: Mr Wolves	Texts: Talk for writing: The Little Red hen. Reading: A seed in need,	Texts: Talk for writing: Billy Goats Gruff Reading: Sharing a shell,



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	The three little pigs, we're going on a leaf hunt, Pumpkin Soup,	Michael Recycle, After the Storm, Jolly Postman, Stick Man.	Granny went to the market, Lost and found, The great race, Handa's surprise, Monkey puzzle.	Pancakes, What the ladybird heard, what the ladybird heard next, Superworm, The snail and the whale.	Sunflower house, Oliver's vegetables and fruit salad, Jack and the beanstalk, Jim and the Beanstalk, Greta and the giants	The fish who could wish, The rainbow fish, The night pirates, Pirates love underpants, Dear Greanpeace.
Word reading	Phase 2 Set One: s,a,t,p Set Two:l,n,m,d Set Three: g,o,c,k Set Four: ck, e, u, r Set Five: h, b, f/ff, l/l, ss Assess		Phase 3 Wk 1: j,v,w,x Wk 2: y,z,qu Wk 3: sh, ch, th, ng Wk 4: ai, ee, igh, oa Wk 5: oo, ar, or Wk 6: ur, ow, oi Wk 7: ear, air, ure Wk 8: er (revision) Wk 9: Revision Wk 10: Revision Wk 11: Assess		Phase 4	
	Understand the five concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.	Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read a few common exception words matched to school scheme. Read some digraphs that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Comprehension	Engage in story times	Engage in extended	Use vocabulary and forms of	Re-read these books to build up	Demonstrate understanding of what has been read to them by retelling	



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	<p>Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p>	<p>conversations about stories, learning new vocabulary. Answer 'what' questions related to a story Answer who, what and where questions about a book. Sequence the main events in a story Retell the main events in a story</p>	<p>speech that are increasingly influenced by their range of books.</p> <p>Make simple predictions about what will happen next when reading or listening to a text</p>	<p>their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Listen to and talk about stories to build familiarity and understanding. - Link events in a story to their own experiences.</p>	<p>stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Writing	<p>To use some emergent writing formations. Write some or all of their name. Write some letters accurately.</p> <p>Orally plan a sentence for an adult to scribe</p>	<p>Use some of their print and letter knowledge in their early writing.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. -write CVC/ CCVC/CVCC words using the sounds they have been taught</p> <p>Form lower-case and capital letters correctly.</p>	<p>Write short sentences with words with known sound-letter correspondences. Reread what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
Mathematics Number	<p>Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, e.g., showing correct number of objects to match numeral 5.</p>		<p>Begin to subitise (recognise quantities without counting) up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>		<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; -</p>



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		Experiment with their own symbols and marks as well as numerals.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<p>Recite numbers past 5 and in order to 10.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Compare objects: weight and size. Talk about and explore 2D shapes using information language such as: sides, corners, straight, flat, round.</p> <p>Talk about patterns in environment and continue copy and create repeating patterns.</p>	<p>Understand the 'one more/one less than' relationship between consecutive numbers to 10</p> <p>Positional language: describe a familiar route, using words such as 'in front of' and 'behind'.</p> <p>Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10.</p> <p>Begin to recall double facts to 10.</p> <p>Begin to share quantities between 2 and 3 people to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare objects: length and capacity. Talk about and explore 3D shapes using information language such as: sides, corners, straight, flat, round.</p> <p>Describe sequence of events (real or fictional) using words such as first, then, next.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system; -</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Compose and decompose shapes to show shapes can be made up of smaller shapes.</p>



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Understanding The World	Begin to make sense of their own life story and family's history.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories including figures from the past.	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	
Past and present					
People, Culture and Communities	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Show interest in different occupations.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Why do we wear different clothes at different times of the year?</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Draw information from a simple map.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (Toys and Games)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>



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<p>The Natural World</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Understand the effects of the changing seasons on the natural world around them.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons changing states of matter – ice.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some environments that are different to the one in which they live.</p>
<p>Expressive Arts and Design</p> <p>Creating with materials</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part.</p> <p>Show different emotions in their drawings. Explore colour and colour mixing.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Develop own ideas and decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>



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			shapes to represent objects.	Develop storylines in their pretend play.		
Being imaginative and expressive	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing the pitch of a tone sung by another person 'pitch match'.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
Artist focus:			Wassily Kandinsky	Henri Matisse	Georgia O'Keefe	
Specific Progression Subjects for School Specific Progression Subjects for School Curriculum Continuation						
RE Understanding Christianity Discovery RE	What makes people special?	Why do Christians preform Nativity plays at Christmas?	How do people celebrate?	Why do Christians put a cross in an Easter Garden?	Why is the word God so important to Christians?	What can we learn from stories?
PSHE JIGSAW	Being Me in My World Who am I? How am I feeling today? Being at school	Celebrating Difference What am I good at? I'm special, I'm me	Dreams and Goals Challenge Never giving up Setting a goal	Healthy Me Everybodys body We like to move it, move it! Food, glorious food	Relationships My family and me Make friends, make friends, never ever break friends!	Changing Me My body Respecting my body Growing up Fun and fears



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	Gentle hands Our rights and responsibilities	Families Houses and Homes Making friends Standing up for yourself	Obstacles and support Flight to the future Footprint awards	Sweet dreams Keeping Clean Stranger Danger	Falling out and bullying. Being the best friends we can be.	Celebration
PE Inspired Somerset	Fundamental Movement Skills Running at different speeds, changing direction, jumping, switching between one foot and two feet, balancing with different combinations of limbs.	Multi-Skills Changing direction at different speeds, throwing under and over arm, catching with a combination of one and two hands.	Gymnastics Basic shapes, balance and coordination, travelling in different ways, climbing and jumping, travelling using different pieces of equipment.	Dance Unison and levels, jumps, travel and repetition, speed and mirroring, formation.	Ball Skills Controlling a ball, points of contact, controlling a ball with the inside of a foot, bouncing and catching with two hands, chest and bounce passes.	Games Developing all 6 fundamental movement skills with a focus on fun games.
Music CHARANGA	Me	Everyone	Our World	My Stories	Bib Bear Funk	Musical Activities