



# HARRIS PRIMARY SCHOOL

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## EYFS – Pre-School Curriculum Overview 2024/25

	EYFS – Pre-School Curriculum Overview 2024/25					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is special about our community?		What makes our natural world special?		Are all environments special?	
Communication & Language	<p><b>Listening, Attention and Understanding</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Speaking</b> Sing a large repertoire of songs</p>	<p><b>Listening, Attention and Understanding</b> Understand ‘why’ questions</p> <p><b>Speaking</b> Use a wider range of vocabulary</p>	<p><b>Listening, Attention and Understanding</b> Pay attention to more than one thing at a time, which can be difficult</p> <p><b>Speaking</b> Know many rhymes, be able to talk about familiar books, be able to tell a long story</p>	<p><b>Listening, Attention and Understanding</b> Understand a question or instruction that has two parts</p> <p><b>Speaking</b> Develop communication and pronunciation</p>	<p><b>Listening, Attention and Understanding</b> Hold back and forth conversations</p> <p><b>Speaking</b> Use longer sentences and express a point of view</p>	<p><b>Listening, Attention and Understanding</b> Hold conversations and respond appropriately</p> <p><b>Speaking</b> Express ideas and feelings in larger groups</p>
Personal, Social & Emotional Development	<p><b>Managing Self</b> Select and use activities and resources, with help when needed</p> <p><b>Building Relationships</b> Sharing and turn-taking</p> <p><b>SCARF</b> Me and My Relationships</p>	<p><b>Self-Regulation</b> Understand own feelings</p> <p><b>Building Relationships</b> Develop my sense of responsibility and membership of a community</p> <p><b>SCARF</b> Valuing Difference</p>	<p><b>Managing Self</b> Show confidence in new social situations</p> <p><b>Building Relationships</b> Play with one or more children</p> <p><b>SCARF</b> Rights and Respect</p>	<p><b>Managing Self</b> Increasingly follow rules</p> <p><b>Self-Regulation</b> Help find solutions to conflicts</p> <p><b>SCARF</b> Being My Best</p>	<p><b>Managing Self</b> Increase independence in meeting own care needs</p> <p><b>Building Relationships</b> Understand gradually how others might be feeling</p> <p><b>SCARF</b> Keeping Safe</p>	<p><b>Self-Regulation</b> Communicating own feelings</p> <p><b>Building Relationships</b> Transition to Reception</p> <p><b>SCARF</b> Growing and Changing</p>



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<p style="text-align: center;"><b>Physical Development</b></p>	<p><b>Continuous daily gross and fine motor skills activities</b>            Dough Disco            Squiggle While You Wiggle            Outdoor provision            Continuous provision activities (updated weekly)</p> <p>Weekly FMS</p>	<p><b>Continuous daily gross and fine motor skills activities</b>            Dough Disco            Squiggle While You Wiggle            Outdoor provision            Continuous provision activities (updated weekly)</p> <p>Weekly FMS</p>	<p><b>Continuous daily gross and fine motor skills activities</b>            Dough Disco            Squiggle While You Wiggle            Outdoor provision            Continuous provision activities (updated weekly)</p> <p>Weekly FMS</p>	<p><b>Continuous daily gross and fine motor skills activities</b>            Dough Disco            Squiggle While You Wiggle            Outdoor provision            Continuous provision activities (updated weekly)</p> <p>Weekly FMS</p>	<p><b>Continuous daily gross and fine motor skills activities</b>            Dough Disco            Squiggle While You Wiggle            Outdoor provision            Continuous provision activities (updated weekly)</p> <p>Weekly FMS</p>	<p><b>Continuous daily gross and fine motor skills activities</b>            Dough Disco            Squiggle While You Wiggle            Outdoor provision            Continuous provision activities (updated weekly)</p> <p>Weekly FMS</p>
<p style="text-align: center;"><b>Literacy</b></p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Joining in with stories and rhymes</li> <li>Understand the key concepts about print</li> <li>Begin developing phonological awareness</li> </ul> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Phase 1 Phonics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Mark making</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Retelling stories;               <ul style="list-style-type: none"> <li>role play</li> <li>small world</li> </ul> </li> </ul> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Phase 1 Phonics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Mark making</li> <li>Write some letters accurately</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in a word</li> </ul> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Phase 1 Phonics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Mark making</li> <li>Write some letters accurately</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Begin to recognise own name</li> <li>Phase 1 Phonics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Mark making</li> <li>Write some/all of their name</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Recognise words with the same initial sound</li> </ul> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Recognise own name</li> <li>Phase 1 Phonics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write some/all of their name</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Retelling and sequencing stories;               <ul style="list-style-type: none"> <li>role play</li> <li>small world</li> <li>mark making</li> </ul> </li> </ul> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Begin to recognise Phase 1 sounds</li> <li>Phase 1 Phonics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in early writing</li> </ul>



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<b>Maths</b>	<p><b>Number:</b> Subitise up to 3 objects</p> <p>Show 'finger numbers' up to 5</p> <p>Say one number for each item in order</p> <p><b>Shape, Space &amp; Measure:</b> Positional language</p>	<p><b>Number:</b> Recite numbers past 5</p> <p>Know that the last number reached is the total</p> <p><b>Shape, Space &amp; Measure:</b> Describe a familiar route</p> <p>Compare quantities: more than, fewer than</p>	<p><b>Number:</b> Link numerals and amounts</p> <p><b>Shape, Space &amp; Measure:</b> Talk about and explore 2D and 3D shapes</p> <p>Positional language</p>	<p><b>Numerical Pattern:</b> Experiment with own symbols, marks and numerals</p> <p><b>Shape, Space &amp; Measure:</b> Make comparisons between objects</p> <p>Talk about and identify patterns around them</p>	<p><b>Number:</b> Solve real world mathematical problems up to 5</p> <p><b>Shape, Space &amp; Measure:</b> Extend and create ABAB patterns</p> <p>Notice and correct an error in repeating patterns</p>	<p><b>Numerical pattern:</b> Begin to describe a sequence of events</p> <p><b>Shape, Space &amp; Measure:</b> Select shapes appropriately</p>
<b>Understanding the World</b>	<p><b>Past &amp; Present</b> Begin to make sense of their own life-story and family's history</p> <p><b>People, Culture and Communities</b> Develop positive attitudes about the</p>	<p><b>People, Culture and Communities</b> Show interest in different occupations</p> <p><b>The Natural World</b> Seasons and senses</p>	<p><b>The Natural World</b> Explore collections of materials</p> <p>Understand the key features of plant/animal cycles</p>	<p><b>The Natural World</b> Plant seeds and care for growing plants</p> <p>Talk about what they see using a wide vocabulary</p> <p>Seasons and senses</p>	<p><b>The Natural World</b> Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore and talk about different forces they can feel</p>	<p><b>The Natural World</b> Talk about the differences between materials and changes they notice</p> <p>Seasons and senses</p> <p><b>People, Culture and Communities</b> Know that there are different countries in</p>



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	differences between people	Explore how things work				the world and talk about the differences I have experienced or seen in photos
<b>Expressive Arts &amp; Design</b>	<p><b>Being Imaginative and Expressive</b> Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p><b>Being Imaginative and Expressive</b> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Create their own songs or improvise a song around one they know</p>	<p><b>Creating with Materials</b> Develop their own ideas and then decide which materials to use to express them</p>	<p><b>Being Imaginative and Expressive</b> Explore colour and colour mixing</p> <p>Listen with increased attention to sounds</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p><b>Creating with Materials</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p><b>Being Imaginative and Expressive</b> Use drawing to represent ideas like movement or loud noises</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>
		<p><b>Creating with Materials</b> Explore different materials freely, to develop their ideas about how to use them and what to make</p>	<p><b>Being Imaginative and Expressive</b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p><b>Creating with Materials</b> Join different materials and explore different textures</p>	<p><b>Being Imaginative and Expressive</b> Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match')</p>	<p><b>Creating with Materials</b> Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>



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***Child-led Learning – We have mapped out the areas of learning and overarching themes for the year but learning will be directed by the children’s interests and their individual learning journeys.***