



St Gabriel's CE Primary School EYFS Curriculum Overview 2023-24

YR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Communication and Language	Listen carefully to rhymes and songs Learn rhymes, poems and songs	Develop social phrases. Listen to and talk about stories	Learn new vocabulary. Retell stories	Use well-formed sentences Use connectives Describe events in detail.	Use new vocabulary Questions Non-fiction	Talk for problem solving, organising, explaining Non-fiction
	Personal, Social and Emotional Development	See themselves as a valuable individual. Manage own needs.	Build constructive and respectful relationships.	Express feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.	Think about the perspectives of others.	Identify and moderate own feelings socially and emotionally.
	Physical Development	Core muscle strength to achieve a good sitting posture. Develop skills for: - lining up and queuing - mealtimes - personal hygiene	Rolling, crawling, walking, jumping, running, hopping, skipping, climbing Small motor skills, tools.	Large and small apparatus. Body-strength, balance, co-ordination and agility.	Moving fluently, developing control and grace. Combine movements. Throw, catch, kick, pass, bat, aim with ball.	Health and wellbeing rules: - physical activity - healthy eating - tooth brushing - 'screen time' - a good sleep routine - being safe pedestrian	Body strength, co-ordination, balance and agility. Foundations of handwriting
	Phonics ELS	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /ss/ /h/ /b/ /f/ /ff/ /l/ /ll/ I, the, no, put, of, is, to, go, into, pull as, his	/j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ (voiced and unvoiced) /ng/ /nk/ he, she, buses we, me, be push	/ai/ /ee/ /igh/ /oa/ -es (where there is no change to the root word) /oo/ (book) /ar/ /ur/ oo/ (food) /or/ /ow/ /oi/ /ear/ /air/	/oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ they, all, are, ball, tall, when, what	Previously learnt GPCs said, so, have, were, out, like some, come, there, little, one, do, children, love	CVCC -ed /ed/ CCVC -ed /t/ CCVCC -ed /d/ CCCVC CCCVCC -er -est
	Literacy	Read individual letters by saying the sounds for them.	Blending to read.	Segmenting and spelling.	Digraphs and trigraphs. Common exception words.	Read simple phrases and sentences. Write short sentences.	Re-read own writing and other texts. Letter formation.
	Maths	Counting. Spatial reasoning skills.	Subitising. Link numerals to value.	Count beyond ten. Compare numbers.	Composition to 10. Compose/ decompose shapes.	One more /one less than Repeating patterns.	Number bonds 0-10. Length, weight, capacity.
	Understanding the World	Talk about family and community. Explore the natural world.	Compare and contrast characters, including figures from the past. Describe what they see, hear and feel whilst outside.	Comment on images of familiar past situations. Different beliefs and ways to celebrate special times.	Special places. Describe familiar people.	Contrast environments. Changing seasons.	Information from a map. Compare life in this country and life in other countries.
	Expressive Arts and Design	Explore variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills.	Sing in a group or on own, increasingly matching the pitch and following the melody.	Use a variety of artistic effects to express ideas and feelings.	Develop storylines in pretend play. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, feelings and responses. Explore dance and performance art, express feelings and responses.	Refine a variety of artistic effects. Return to and build on previous learning, refining ideas and developing ability to represent them.