



The Cornwall Independent School

EYFS Curriculum Overview

Support

Strive

Succeed

Area of Learning	Autumn 1 All About Me	Autumn 2 Cornwall and the Local Area	Spring 1 The Weather and Seasons	Spring 2 People Who Help Us	Summer 1 Transport	Summer 2 Under the Sea
Communication and Language	Learning to talk about themselves using describing words. Imagining and recreating roles in real life family situations and fictional stories. Asking questions to get to know their friends in their new class. Talking about their family Thinking about sequences of events in stories and saying what happened in the beginning, middle and end.	Learning to talk about their house and local area. Imagine and role play different settings in the local area. Talk about places they have visited in Cornwall. Listen and respond to stories set in Cornwall e.g. The Last Giant of Marazion and The Mousehole Cat.	Learning to describe the weather. Learning to name the four seasons. Describe the changes that are gone through in each season. Asking and answering questions about the weather and the seasons.	Learning to talk about the people who they trust. Learning to talk about the people that can help them, e.g. emergency services. Explain how they could ask for help if needed.	Talk about their experiences, what different transport have they seen/used? Sequence a journey or trip they go on.	Describe what might be found at the seaside/under the sea. Use positional language to describe. Take part in class discussions and listen fully to teachers.
Physical development	Playing ring games. Using tools safely. Learning about how to be healthy. Describing the changes in their body after being active. Moving with control and co-ordination over, under, through various small apparatus. Using a range of small and large equipment. Using a range of malleable materials in play.	Playing ring games. Using tools safely. Moving with control and co-ordination over, under, through various small apparatus. Using a range of small and large equipment. Using a range of malleable materials in play. Move energetically, such as running, jumping, dancing, hopping etc. Walk around the school area.	Playing ring games. Using tools safely. Moving with control and co-ordination over, under, through various small apparatus. Using a range of small and large equipment. Using a range of malleable materials in play. Move energetically, such as running, jumping, dancing, hopping etc.	Playing ring games. Using tools safely. Moving with control and co-ordination over, under, through various small apparatus. Using a range of small and large equipment. Using a range of malleable materials in play. Move energetically, such as running, jumping, dancing, hopping etc.	Playing ring games. Using tools safely. Moving with control and co-ordination over, under, through various small apparatus. Using a range of small and large equipment. Using a range of malleable materials in play. Move energetically, such as running, jumping, dancing, hopping etc.	Playing ring games. Using tools safely. Moving with control and co-ordination over, under, through various small apparatus. Using a range of small and large equipment. Using a range of malleable materials in play. Move energetically, such as running, jumping, dancing, hopping etc.

Personal, social and emotional development	Creating class rules with friends. Participating in turn taking games. Trying out new activities independently and selecting resources independently. Dressing and undressing independently for P.E. Learning routines of the school day. Learning to think about the feelings of others. Learning and talking about their family and other people who are important to them.	Explain and follow the class rules. Participating in turn taking games. Trying out new activities independently and selecting resources independently. Dressing and undressing independently for P.E. Learning routines of the school day. Learning to think about the feelings of others.	Explain and follow the class rules. Participating in turn taking games. Trying out new activities independently and selecting resources independently. Dressing and undressing independently for P.E. Learning routines of the school day. Learning to think about the feelings of others.	Explain and follow the class rules. Participating in turn taking games. Trying out new activities independently and selecting resources independently. Dressing and undressing independently for P.E. Learning routines of the school day. Learning to think about the feelings of others.	Explain and follow the class rules. Participating in turn taking games. Trying out new activities independently and selecting resources independently. Dressing and undressing independently for P.E. Learning routines of the school day. Learning to think about the feelings of others.	Explain and follow the class rules. Participating in turn taking games. Trying out new activities independently and selecting resources independently. Dressing and undressing independently for P.E. Learning routines of the school day. Learning to think about the feelings of others.
Literacy	Learning to recognise and write their name. Learning to write familiar words such as mum, dad. Writing about themselves and their family. Learning to write for a purpose e.g. making lists, labelling pictures. Reading a range of fiction books. Learning different sounds that letters make (phonics). Learning to blend sounds together to make simple words.	Correctly form the letters to write their own name. Learning to write simple CVC words. Learning different sounds that letters made (phonics). Blending sounds together to read simple words. Retell simple stories to show understanding. Use new vocabulary to talk about Cornwall.	Correctly form all letters of their name including capital letter. Expand on their range of written vocabulary. Begin to write groups of words. Learning different sounds that letters made (phonics). Read words consistent with their phonics knowledge.	Correctly form all letters of their name including capital letter. Expand on their range of written vocabulary. Begin to write groups of words. Learning different sounds that letters made (phonics). Read words consistent with their phonics knowledge.	Correctly form all letters of their name including capital letter. Expand on their range of written vocabulary. Begin to write groups of words. Learning different sounds that letters made (phonics). Read words consistent with their phonics knowledge.	Correctly form all letters of their name including capital letter. Expand on their range of written vocabulary. Begin to write short phrases and sentences. Learning different sounds that letters made (phonics). Read words consistent with their phonics knowledge. Write with purpose to label.
Maths	Learning to count, recognize and order numbers to 5. Learning to match numbers to quantities of groups to 5. Learning to name and describe simple 2D shapes. Learning to create repeating patterns. Comparing themselves, their friends and family using mathematical language, e.g. shorter and taller.	Learning to count, recognise and order numbers to 10. Learning to match numbers to quantities of groups to 10. Ordering the events in their day.	Learning to count, recognise and order numbers to 10. Learning to match numbers to quantities of groups to 10. Ordering the events in their day. Learning to say the number one more/less than a given number up to 10. Sorting shapes and objects by colour and size.	Learning to count, recognise and order numbers to 10. Learning to match numbers to quantities of groups to 10. Ordering the events in their day. Learning to say the number one more/less than a given number up to 10. Sorting shapes and objects by colour and size. Begin to recall number bonds to 5.	Learning to count, recognise and order numbers to 10. Learning to match numbers to quantities of groups to 10. Ordering the events in their day. Learning to say the number one more/less than a given number up to 10. Sorting shapes and objects by colour and size. Compare quantities up to 10.	Learning to count, recognise and order numbers to 10. Learning to match numbers to quantities of groups to 10. Ordering the events in their day. Learning to say the number one more/less than a given number up to 10. Sorting shapes and objects by colour and size. Compare quantities up to 10. Verbally count beyond 20. Explore patterns in numbers including odd and even numbers.

Understanding the World	Using all five senses to investigate the area around them. Recognizing similarities and differences between each other. Going on local walks around the school. Learning about different parts of the body.	Look at pictures and learn about Hayle in the past. Compare what Hayle and Cornwall was like in the past to what it is like now. Draw and understand simple maps of the local area. Describe the local area. Complete a nature work, observing the plants and animals.	Describe the immediate environment. Describe the weather that is occurring each day and the typical weather for different seasons. Explain the different seasons and the differences between them. Compare the weather experienced in the UK with the weather of a different country. Learning about different animals, particularly animals in Spring.	Talk about the lives of people who help us. Be able to explain who different people are and what they do to help us. Understand the past by looking at different people who help us throughout history.	Talk about their experiences of transport. Compare transport in the UK with transport in different countries. Learn about different transport in the past and compare to transport now.	Learning about the different creatures in the sea and at the seaside. Make drawings of different animals and plants in the sea. Compare the seaside in the past to the seaside now.
Expressive Arts and Design	Drawing pictures of themselves using mirrors. Drawing pictures of family. Thinking about colours and using them appropriately in pictures. Learning new songs to help in learning. Roleplaying in the home corner. Acting out stories with puppets.	Use and explore a variety of materials. Draw pictures of the local area. Draw observations of the things that they see on their nature walk. Share their creations, explaining what they have created and how.	Use and explore a variety of materials, tools and techniques. Experiment with colour, particularly thinking about the different colours associated with each season. Use a range of materials to make collages.	Use and explore a variety of materials, tools and techniques. Experiment with colour. Role play different people who help us.	Role play different vehicle drivers, jobs involving vehicles. Use and explore a variety of materials, tools and techniques.	Use and explore a variety of materials, tools and techniques. Create collages and pictures of the sea, exploring the shades and range of colours. Draw observations from pictures of the sea and beaches.