

EYFS

# **CURRICULUM OVERVIEW**

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts and themes for EYFS F2 (Can be used for all areas of learning)		<p><b>What do I know about me?</b> Topsy and Tim start school Once they were Giants Can't you sleep little bear? Have you filled a bucket today?</p> <p><b>Why are there so many leaves on the ground?</b> Leaf man The very helpful hedgehog We're going on a leaf hunt Non-fiction Autumn texts</p>	<p><b>Why is it always cold in winter?</b> The Snowman Big Bear Little Bear The Bear and hare One Snowy night</p> <p><b>What is a celebration?</b> Sparks in the Sky Rama and Sita Kipper's birthday The Toys party Nativity Story Jolly Christmas Postman Christmas stories</p>	<p><b>Are our toys today more exciting than toys long ago?</b>  Dogger Threadbear Kipper's Toybox Traction Man Tin soldiers Non-fiction toys from the past texts</p>	<p><b>Who are the famous characters in our fairy tales?</b> Cinderella The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff Goldilocks The Enormous Turnip</p> <p><b>Why do Christians celebrate Easter?</b> The Easter Story We're going on an egg hunt The Itsy Bitsy Bunny</p>	<p><b>What do seeds need to grow?</b> The Enormous Turnip The Tiny Seed Jasper's beanstalk I really wonder what plant I'm growing Eddie's garden Jim and the beanstalk Billy's sunflower The Secret Garden</p> <p><b>Are all mini beasts scary?</b> The Creepy Crawly Calypso Walter's Wonderful Web Mad about minibeasts Arrrgh Spider Incy Wincy Spider The Very Hungry Caterpillar What the ladybird heard The very lazy ladybird Non-fiction texts</p>	<p><b>What would you find on the farm?</b>  Farmer Duck Usborne Farm tales Mrs Wishy Washy's farm No sleep for the sheep The Little Red Hen Milk from cow to carton</p> <p><b>Who can I ask for help?</b> Busy people texts – Doctor, Police, etc When I grow up I want to be .... Series Bible stories – Jesus' miracles</p>



	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science EYFS F2	<u>Understanding The World</u> <b>The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>				<u>Expressive Arts and Design</u> Creating with Materials <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>		
History  You may see history through...	-Understanding the world EYFS: Past and Present People, Culture and communities	Ourselves and our families – Special experiences that we have had. And family celebrations / traditions. <b>What do I know about me?</b>	Ourselves and our families – Special experiences And family celebrations / traditions. <b>What is a celebration?</b>	past and present events in their own lives and in the lives of family members. <b>Are our toys today more exciting than toys long ago?</b>	Changes over time – life cycles: Plants and chicks, caterpillars		People who help us and our heroes – different occupations and ways of life <b>Who can I ask for help?</b>
History EYFS	<u>Understanding the World</u> <u>Past and Present</u> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>				<u>Understanding the World</u> <u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>		

	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography You may see Geography Through...	-Understanding the world EYFS: People Culture and Communities The natural World	Our local setting: Home and school <b>What do I know about me?</b>	Comparing the environment of our school and other areas  <b>Why is it always cold in winter?</b>	Looking at changes over time in our local area – Similarities and differences.	Discussing the natural materials found around our local area. (planting and art work using natural materials) <b>What do seeds need to grow?</b>	Minibeasts and caring for living things  <b>Are all mini beasts scary?</b>	
EYFS	<p><b><u>Understanding the World</u></b> <b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>•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.</li> </ul> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>•Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>•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.</li> <li>•Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>						

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<b>RE/PSHE</b>  You may see this through...	PSED: Self-Regulation Managing Self Building Relationships  UTW: People, Culture and Communities.	Becoming an independent learner when selecting resources.  Transition to school – settling into school -following school routine -Developing classroom rules. -Character muscles: Independence / Imagination  Learning how to play in groups and share resources.  Becoming independent with toileting and personal hygiene.  Taking Care of our own belongings – coats, getting changed for PE.	Hand Hygiene – Germs!  Celebrations and Traditions from different cultures.  Different families / occupations and ways of life.  Reviewing classroom rules and learning heroes  <b>What is a celebration?</b>	Our daily routine – Sleeping, hygiene, diet.  Managing and taking risks.  Food – why do we need to eat a range of different foods to be healthy?  <b>Why do Christians celebrate Easter?</b>			

**EYFS  
PSHE/RE**

**Personal, Social and Emotional Development**

**Self-Regulation**

- 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**

- 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**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Understanding The World**

**People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

	<b>EYFS</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Music</b> You may see this through...	EYFS: expressive arts and Design Schemes to use Charanga	Nursery rhymes  Finding a beat / syllables  Group singing  Expressing our emotions using instruments	Christmas singing  Exploring the sounds of different instruments	Using instruments to make sound scapes for pictures / art and expression of feelings.	Making up our own songs and musical rhythms.  Reviewing music and talking about our likes, dislikes and favourite songs/instruments.		
<b>Skills:</b> -Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs -Improvise leading to playing classroom instruments -Share and perform the learning that has taken place		<b>Skills:</b> -Use voices expressively and creatively -Play tuned and un-tuned instruments -Listen with concentration and understanding to a range of music -Experiment with, create, select and combine sounds		<b>Skills:</b> -Play and perform in solo and ensemble contexts -Improvise and compose music -Listen with attention to detail and recall sounds -Use and understand staff and other musical notations -Appreciate and understand a wide range of high-quality music -Develop an understanding of the history of music			
<b>EYFS</b>	<b><u>Expressive Arts and Design: Being Imaginative and Expressive</u></b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>						
Art D&T	<b><u>EYFS: expressive arts and design: Creating with Materials</u></b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> Make use of props and materials when role playing characters in narratives and stories						
EYFS links for D&T	<b><u>Physical Development: Fine Motor Skills</u></b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>						



<p><b>PE</b></p> <p><b>You may see this through..</b></p>	<p>EYFS: Physical Development</p> <p>Gross motor Skills</p>	<p>Spatial Awareness</p> <p>Circle and team games</p>	<p>Ball games</p> <p>Throwing and catching</p> <p>Gym – jumping, landing, rolling on mats.</p>	<p>Gym – using the large equipment.</p> <p>Experimenting with movement on the equipment.</p>	<p>Dance</p> <p>Experimenting with body movement to music.</p>	<p>Ball games / team games</p>	<p>Team relay games / ring games</p>
<p><b>EYFS</b></p>	<p><b><u>Expressive Arts and Design</u></b></p> <p><b><u>Bring Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> <p><b><u>Physical Development</u></b></p> <p><b><u>Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>						