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| EYFS curriculum overview | | | | | | |
| See individual overviews of each area for more detail | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enrichment Special days/ weeks/ events/ Trips | New School Year Harvest Autumn | Bonfire Night Christmas/ Winter Fayre Remembrance Day Diwali Winter Black History Month - October World Science Day 10th Nov | Valentine’s Day Shrove Tuesday Chinese New Year New Year World Wildlife Day 3rd March | Easter Mother’s Day World Book Day Spring STEM Week National Park Week (18th – 26th April) | Earth Day Eid SATS National Smile Month 18th May – | 18th June Sports Day Father’s Day Transition Summer UCLAN Science Festival |
| Theme | Wonderful me! | Autumn Days | Antarctic Antics | Traditional Tales | The Hungry Caterpillar | Oh I do like to be beside the Seaside |
| Literacy  (Linked to the theme- plus a focus on reading, phonics and vocabulary) | Fine motor skills, dough disco and name writing | Name writing and letter formation start with tall letters, then curly letters , robot letters and zig zag monsters  Word of the Day | Encouraging children to write simple cvc words independently and some simple captions and sentences with support.  Simple comprehensions  Word of the day  Writing simple sentences using tricky words | Talk for writing Traditional Tales  Read and write Phase 2 and 3 tricky words  Encouraging children to write simple cvc words independently and some simple captions and sentences. | Reading focus – reading  Begin to read Phase 4 tricky words  Write sentences with capital letters, finger spaces and full stops using phonic knowledge.  Word of the Day | Children use their phonic knowledge to write word in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible |
| Maths | Number focus– Number and Place Value : Numbers to 5  Addition and Subtraction Sorting into groups.  Shape, Space and Measure focus- size, positional language | Number focus– Number and Place Value : Comparing groups  Addition and Subtraction: 1more/less  Measurement Time  Shape, space and Measure focus– 2D and 3D shape, patterns | Addition and Subtraction**:** Number Bonds to 5  Number and Place Value: Counting to 6,7,8 Counting 9 and 10 Comparing groups up to 10  Shape, Space and Measure: focus – talking about size, comparing sizes, language of size e.g. long, longest, longer. Spatial awareness | Addition and Subtraction : Addition to 10 Combining two groups to find the Whole Number Bonds to 10 -ten frame Number Bonds to 10 part-whole model  Shape, space and measure – 3D shape hunt, building using 3D shapes2d Shapes | Addition and Subtraction Count on and back  Adding by counting on  Taking away by counting back  Number and Place Value Counting to 20  Multiplication and Division Doubling  Halving and Sharing Geometry Exploring Patterns : Make simple patterns  Explore more complex patterns | Addition and Subtraction Count on and back  Adding by counting on  Taking away by counting back  Number and Place Value Counting to 20  Multiplication and Division Doubling  Halving and Sharing  Measurement Length, height and distance  Weight  Capacity |
| Knowledge and understanding of the world  History  Geography  Science  RE  Technology | People and Communities focus-Cultures and Beliefs Diwali celebrations  Why are some things special? (RE Unit)  Themselves, their own families and significant people.  Talk about being Special and how they are unique and special. Everyone is different.  Historical Development  All about Me Box  The World focus- Working scientifically  Facial features, hair colour  Body Parts .  Senses,  Cooking activity Making Playdough  Technology focus- Ipad Cbeebies Story time | People and Communities focus- Bonfire Night, Remembrance Christmas Posting a letter to FC Special times: How and why do we celebrate? (RE Unit)  Historical Development Look at Old and new toys. How are they different? What are they made from? Which do children prefer?  Old playground games.    The World focus- Working scientifically  - season of Autumn discussing changes. Outdoor classroom weekly.  Animals that hibernate  Explore habitats, signs of Autumn  Cooking Activity Veg soup  Magnets investigation  The World- Geographical Development  Seasons and weather  Introduce Paddington and his postcards from around the world.  Technology focus- On line safety | People and Communities – Chinese New Year, Pancake Day, Valentines Day  RE unit Special Stories  Historical Development  Sequencing stories and visual timetable.    Working Scientifically Penguins, Pancake making  Outdoor classroom  Ice investigation    The World- Geographical Development  Seasons and weather  Antarctica  Technology: Animal Safari.  Introduce Purple Mash logging in | People and Communities : Easter    Working Scientifically  Baking gingerbread men  Can you build a house and can you blow it down?  Can you make a waterproof house for the 3 Little Pigs?  What materials would you use?  Outdoor classroom early signs of spring  The World- Geographical Development  Seasons and weather  Outdoor Classroom  Technology: Shape Hunt | Technology- Robots ( Pirates) (algorithms)  Working Scientifically  Outdoor Classroom  : Looking closely at similarities and differences – observing and analysing plants and how the seasons changes our environment.  What do plants need to grow? Water? Heat? Etc  Grow herbs and make dips with them  float or sink experiments  The World- Geographical Development  Seasons and weather  Outdoor Classroom  Historical Development  Famous Pirates | People and Communities ; Olympics  Working Scientifically  Outdoor classroom  Seasons and planting  Light and Shadows  Do plants they grow better in the dark or light ?  Life Cycles Butterflies  The World- Geographical Development  Seasons and weather  Outdoor Classroom  Countries of the world Focus on an Olympic country, look at the events    Historical Development  Holidays in the past  Magic Grandad Victorian holidays  Olympics in the past how that has changed. |
| EAAD (Art/DT)  Links to themes | Explores what happens when they mix colours  Experiments to create different textures  Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using. | | | | | |
| EAAD (music) | Me Growing, how I look, colours ,homes  Listen and respond  Explore and Create  Singing nursery rhymes and action songs  Share and Perform | Listen and respond  Explore and Create  Singing nursery rhymes and action songs  Share and Perform  Parents Christmas Concert  Learn Christmas songs to perform | <https://www.bbc.co.uk/teach/bring-the-noise/music-class-lesson-plan-downloads/zdgtjhv>  What is Noise?  Hands in the Air  I am a Robot  Mental Health week  Learn Its Ok Please Just say | My World  Listen and respond  Explore and Create  Singing nursery rhymes and action songs  Share and Perform | Big Bear Funk  Listen and Appraise  Musical Activities- singing, improvising and playing of classroom instruments  Perform and Share | |
| PSED | Transitions into school  **All About Me**  (What do I look like?)  World Mental Health Day Oct | **Homes and Families**  (who lives in my house?)  Anti-bullying week | **Mental Health an Feelings**  (How am I feeling? Managing my feelings)  Children’s mental health week | **Staying safe** (who can we go to for help?)  Earth Day  Internet safety day  St George’s Day | **Looking after the environment and caring for living things**  (How do things grow and change over time?) | **Physical exercise and healthy lifestyles**  (How can we look after our bodies?)  RSE Day  Transitions into new class |
| Physical Development  Fine and Gross Motor | Negotiate new school environment safely and confidently throughout a range of situations and activities. Develop fine motor skills from a range of opportunities in provision. Use one-handed tools including pencils with increasing precision. Aware of physical wants and needs. | Build on moving and handling skills during and independent activities throughout the setting. Continue to use onehanded tools including pencils with increasing precision, e.g. write the letters from their name. Show an increased awareness of their bodies, as well as staying safe and healthy in the school environment | Negotiates indoor and outdoor spaces with increasing confidence. Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. Practice appropriate safety measures independently | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Understand good practices with regard to exercising, eating, sleeping, etc, contribute to good health. Develop understanding of the need for safety when tackling new challenges, considering and managing risks. | Continue to show good control and coordination in all movements. Handle equipment and tools effectively, including pencils for writing. Talk about ways to keep healthy and safe. Manage own basic hygiene and personal needs successfully. | Hold paper in position and use their preferred hand for writing, using correct pencil grip. Dress and undress independently, fastening buttons/laces successfully. Manage physical needs independently and safely. Make healthy choices in relation to eating and exercise. |