|  |
| --- |
| 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 comprehensionsWord of the dayWriting simple sentences using tricky words | Talk for writing Traditional Tales Read and write Phase 2 and 3 tricky wordsEncouraging children to write simple cvc words independently and some simple captions and sentences.  | Reading focus – reading Begin to read Phase 4 tricky wordsWrite 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 5Addition and Subtraction Sorting into groups. Shape, Space and Measure focus- size, positional language | Number focus– Number and Place Value : Comparing groupsAddition and Subtraction: 1more/lessMeasurement TimeShape, space and Measure focus– 2D and 3D shape, patterns | Addition and Subtraction**:** Number Bonds to 5Number 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 onTaking away by counting back Number and Place Value Counting to 20 Multiplication and Division DoublingHalving and Sharing Geometry Exploring Patterns : Make simple patterns Explore more complex patterns | Addition and Subtraction Count on and back  Adding by counting onTaking away by counting back Number and Place Value Counting to 20 Multiplication and Division DoublingHalving and SharingMeasurement Length, height and distance Weight Capacity  |
| Knowledge and understanding of the worldHistoryGeographyScienceRETechnology | 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 PlaydoughTechnology 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 hibernateExplore habitats, signs of AutumnCooking Activity Veg soupMagnets investigation The World- Geographical Development Seasons and weatherIntroduce 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 makingOutdoor classroom Ice investigation  The World- Geographical Development Seasons and weatherAntarcticaTechnology: Animal Safari.Introduce Purple Mash logging in  | People and Communities : Easter  Working ScientificallyBaking gingerbread menCan 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 weatherOutdoor Classroom Technology: Shape Hunt  | Technology- Robots ( Pirates) (algorithms)Working ScientificallyOutdoor 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 experimentsThe World- Geographical Development Seasons and weatherOutdoor Classroom Historical Development Famous Pirates  | People and Communities ; Olympics Working ScientificallyOutdoor classroomSeasons and plantingLight and ShadowsDo plants they grow better in the dark or light ? Life Cycles Butterflies The World- Geographical Development Seasons and weatherOutdoor Classroom Countries of the world Focus on an Olympic country, look at the events  Historical Development Holidays in the past Magic Grandad Victorian holidaysOlympics in the past how that has changed.  |
| EAAD (Art/DT)Links to themes | Explores what happens when they mix coloursExperiments to create different texturesUnderstands that different media can be combined to create new effects.Manipulates materials to achieve a planned effectConstructs 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 ,homesListen and respondExplore and CreateSinging nursery rhymes and action songsShare and Perform  | Listen and respondExplore and CreateSinging nursery rhymes and action songsShare and PerformParents Christmas ConcertLearn 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 AirI am a RobotMental Health week Learn Its Ok Please Just say | My WorldListen and respondExplore and CreateSinging nursery rhymes and action songsShare and Perform | Big Bear FunkListen and AppraiseMusical 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 daySt 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 DayTransitions 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. |