



# EYFS Curriculum Overview



	Autumn 1				Autumn 2	
<i>Topic</i>	<i>Hey look at me!</i> <i>First week Home visits</i>	<i>Oh no it's a Gruffalo!</i>	<i>Over the Rainbow</i>	<i>People Who Help Us</i>	<i>The Land Before Time</i>	<i>Jingle Bells</i>
<i>Duration</i>	2 weeks	2 weeks	2 weeks	3 weeks	3 weeks	2 weeks
<i>Articles</i>	Article 4 Article 28 Article 29 Article 31				Article 28 Article 29 Article 31	
<i>Sparkly Starter</i>	*Home visit	*A Gruffalo Hunt	*Splatter Painting outside	*Visits from various people including children's parents (Police/ Nurse/ Dentist/Vet/Pilot)	*Bone/egg found on the nature trail  * Video of dinosaurs on playground	*Christmas Elves decorate the base  *Rudolph comes to visit
<i>Fab Finish</i>	*Sharing starting school books	*Perform Gruffalo story to another class	*Art Gallery Exhibition	*Visit from the Firefighters with the Fire Engine	*Dinosaur dig	*Pantomime/ watch Year 1 nativity
<i>Parental involvement</i>	*Home visits Starting school books	*Learning News *Sound books	*Learning News	*Home learning Learning News Invited into classes to discuss their jobs.	*Home learning *Learning News	*Learning News
<i>Focus author</i>	<b>Julia Donaldson</b> 				<b>Oliver Jeffers</b> 	

<p><i>Focus literature</i></p>	<p><i>*I Am Absolutely Too Small for School</i></p> <p><i>*Splat the Cat</i></p>	<p><i>*Gruffalo by Julia Donaldson</i></p> <p><i>*What the Ladybird Heard by Julia Donaldson</i></p> <p><i>*Smartest Giant in Town by Julia Donaldson</i></p> <p><i>*Superworm by Julia Donaldson</i></p> <p><i>*Snail and the Whale by Julia Donaldson</i></p>	<p><i>*Brown Bear, Brown Bear, What Do You See?</i></p> <p><i>*The Day the Crayons Quit by Oliver Jeffers</i></p> <p><i>*My Blue is Happy by Jessica Young</i></p> <p><i>*Elmer Stories by David McKee</i></p>	<p><i>*NF – Facts (occupations - visitors)</i></p>	<p><i>*NF – Dinosaur facts</i></p> <p><i>*Stomp, Chomp, Big Roars? Here come the Dinosaurs! By Kaye Umansky (Poetry)</i></p> <p><i>*Harry and the Dinosaurs go to the Museum by Ian Whybrow</i></p>	<p><i>*Jolly Christmas Postman by Alan Allberg</i></p> <p><i>*NF – Letter writing (to Santa and Elves)</i></p>
<p><i>Communication, Language and Literacy</i></p>	<p><i>Listening carefully and understanding why listening is important</i></p> <p><i>Taking turns to speak</i></p> <p><i>Joining in with simple rhymes and songs</i></p> <p><i>Develop social phrases</i></p> <p><i>Hear and say initial sounds</i></p> <p><i>Recognise their name</i></p>	<p><i>Phase 2 phonics – s,a,t,p,i,n,m,d</i></p> <p><i>Listen to and talk about stories</i></p> <p><i>Joining in with simple rhymes, songs and repeated phrases in stories</i></p> <p><i>Handling books with care</i></p> <p><i>Begin to write their name</i></p> <p><i>Exploring rhyme</i></p>	<p><i>Phase 2 phonics – g,σ,c,k,ck,e,u,r</i></p> <p><i>Simple past and present tense</i></p> <p><i>Blending and segmenting simple CVC words (oral)</i></p> <p><i>Retell a story</i></p> <p><i>Sing the alphabet song – begin to name the letters</i></p>	<p><i>Phase 2 and phonics – h, b, f (ff), l (ll), ss, j, v, w, x</i></p> <p><i>Understand questions/statements</i></p> <p><i>Begin to ask questions</i></p> <p><i>Listen to and talk about non-fiction texts</i></p> <p><i>Count syllables in words</i></p> <p><i>Blending and segmenting simple words (reading/spelling)</i></p> <p><i>Begin to count syllables in words</i></p>	<p><i>Phase 3 phonics – y, z (zz), qu, ch, sh, th, ng, ee, ai, oi, oa, oo, ow</i></p> <p><i>New vocabulary</i></p> <p><i>Express viewpoints</i></p> <p><i>Ask questions to find out more and to check they've understood</i></p> <p><i>Identify medial and final phonemes</i></p> <p><i>Listen to dinosaur poems</i></p> <p><i>Spell Phase 2 tricky words</i></p> <p><i>Write recognisable letters</i></p>	<p><i>Phase 3 phonics – ar, or, ur, er, wh</i></p> <p><i>Blending to read simple captions</i></p> <p><i>Retell a story – innovate (characters)</i></p> <p><i>Letters to Santa</i></p>

<p><b>Maths</b></p>	<p>Baselines Key times of the day Class routines Positional language</p>		<p>Number: Representing 1, 2, and 3 Comparing 1, 2, and 3 Composition of 1, 2, and 3 Match and sort Compare amounts</p>		<p>Number: Introducing zero Representing 4, 5, 6, 7 and 8 Comparing 4, 5, 6, 7 and 8 Composition of 4, 5, 6, 7 and 8 Find number bonds to 5</p>		<p>Measure, Shape and Spatial thinking: Measuring time in simple ways Positional language Days of the week</p>
<p><b>Physical Development</b></p>	<p>Using lunchtime cutlery  Putting on coats  Good sitting posture</p>	<p>Use new tools – scissors and paintbrushes  Getting dressed and undressed for PE  Practise good sitting on the floor and at the table  Hold a pen or pencil correctly using a tripod grip</p>	<p>Use new tools – pencils for drawing and writing  Large movements  Combine movements</p>	<p>Handwriting – lower case letter formation  Work collaboratively  Crawl and climbing</p>	<p>Match physical skills to activities  Use large and small apparatus outside</p>	<p>Practise using scissors to cut paper  Send and receive slow-moving equipment</p>	
<p><b>PE</b></p>	<p>Movement and travelling  Instructions (combine travel and direction)</p>				<p>Travelling and hanging  Co-ordination with balls and scarves</p>		

<p><i>Personal, Social and Emotional Development</i></p>	<p>Starting school</p> <p>Personal hygiene – washing hands, using toilets</p> <p>Our school values</p> <p>Making new friends and getting to know new adults</p> <p>Learning about our rights</p> <p>Following rules</p> <p>Manners</p> <p>Healthy choices – food and drink</p> <p>New routines</p>	<p>Continue to practise new classroom routines</p> <p>Talk about our feelings</p> <p>Playing with other children</p> <p>Understand same and different</p>	<p>Kind hands and feet</p> <p>Understand how their behaviour can affect others</p> <p>Build relationships – thinking about the feelings of others</p> <p>Healthy choices about activities</p>	<p>Valuable individuals</p> <p>Know what they are good at</p> <p>Find solutions to conflicts</p> <p>Develop confidence in new social situations</p> <p>Safe pedestrians</p> <p>Toothbrushing</p>	<p>Identify similarities and differences compared to their friends</p> <p>Know behaviours and actions that made a good friend</p> <p>Name unkind behaviours</p>	<p>Belonging in a family</p> <p>Families can be different</p> <p>Play with other children – extending and elaborating play</p>
<p><i>Understanding the World</i></p>	<p>Recognise and value similarities and differences</p> <p>Own life story and our families</p>	<p>Christian place of worship</p> <p>Following story picture maps</p> <p>Using senses to describe natural materials</p> <p>Name seasons</p>	<p>Christian beliefs</p> <p>Make guesses about what will happen when exploring</p> <p>Say what happened</p> <p>Describe using senses and say what is the same/different</p>	<p>Advent</p> <p>Key roles in society and how they help us</p> <p>Differences and changes in materials</p>	<p>Christmas celebrations</p> <p>Explore the globe</p> <p>Dinosaurs living a long time ago</p> <p>Effects of the seasons</p> <p>Herbivores and carnivores</p>	<p>Ways we can show people we love them</p> <p>Different time of the day/year</p> <p>Different countries in the world</p>

<p><i>Expressive Arts and Design</i></p>	<p><i>Explore the creative area</i></p>	<p><i>Primary colours</i></p> <p><i>Explore the role play area – pretend play</i></p> <p><i>Say what they want to create/make</i></p> <p><i>Join using different materials</i></p>	<p><i>Kandinsky shape patterns</i></p> <p><i>Jackson Pollock splatter painting</i></p> <p><i>Simple repeating patterns</i></p> <p><i>Begin to name secondary colours</i></p> <p><i>Explore mixing paints</i></p> <p><i>Draw straight and curved lines</i></p>	<p><i>Create 3D models using construction</i></p> <p><i>Develop own ideas and plan how to achieve them</i></p> <p><i>Explore small world – play with a storyline</i></p>	<p><i>Materials making something stronger</i></p> <p><i>Make changes to plans</i></p> <p><i>Make different shapes with playdough</i></p> <p><i>Represent objects by drawing closed shapes</i></p>	<p><i>Watch a performance</i></p> <p><i>Christmas cards – scissor control</i></p>
<p><i>Music</i></p>	<p><i>Finding the pulse</i></p>			<p><i>Sing in two pitches</i></p> <p><i>Change the speed of the pulse</i></p> <p><i>Christmas singing</i></p>		

	Spring 1		Spring 2	
<i>Topic</i>	<i>You shall go to the ball</i>	<i>Around the World</i>	<i>Walt Disney Wonders</i>	<i>Pirates Ahoy</i>
<i>Duration</i>	4 weeks	3 weeks	4 weeks	2 weeks
<i>Articles</i>	Article 28 Article 29 Article 31		Article 28 Article 29 Article 31	
<i>Sparkly Starter</i>	<i>*Invitation from Prince Charming</i>	<i>*A flight around the world</i>	<i>*Watch part of a Disney film</i>	<i>*Pirate Day</i>
<i>Fab Finish</i>	<i>*The Grand Ball- Dressing up day (smart clothes/ princes/ princesses)</i>	<i>*Tastes around the world celebration</i>	<i>*Disney Performance- dressing up costume required (costumes TBC)</i>	<i>*Treasure Hunt</i>
<i>Parental involvement</i>	*Home learning *Learning News *Invited to the Grand Ball	<i>*Learning News</i>	*Learning News *Walt Disney Performance	*Home learning *Learning News
<i>Focus author</i>	Mary Hoffman 		Michael Rosen 	
<i>Focus literature</i>	*Cinderella  *Various fairy tales	*Meerkat Mail  *The Leopard's Drum	*Toy Story 3 (Disney film)  *Frozen (inspired by Snow Queen)  *Tanka, Tanka Skunk by Steve Webb  *Moana by Laura Hitchcock	*NF – Pirate facts (storyteller)  *Night Pirates by Peter Harris

<p><b>Communication, Language and Literacy</b></p>	<p>Phase 3 phonics - igh, air, ure, ear</p> <p>Retell fairy tales</p> <p>Describing story events</p> <p>Segment and spell CVC words</p> <p>Begin to read two syllable words</p> <p>Count and clap syllables in words</p>	<p>Practise reading and writing longer words with all of the graphemes learnt so far</p> <p>Read and spell tricky words</p> <p>Know the letter families</p> <p>Ask questions to find out more information and to check what has been said</p> <p>Use talk to help work out problems and to organise thinking</p> <p>Listen to and talk about non-fiction books</p> <p>Use new vocabulary from books</p> <p>Research different countries</p> <p>Stories from other cultures</p>	<p>Begin Phase 4 – CCVC/CVCC words</p> <p>Blend and segment words with adjacent consonants</p> <p>Use a series of sentences with conjunctions</p> <p>Articulate their thoughts in full sentences connecting ideas</p> <p>Character and setting descriptions</p> <p>Form capital letters</p>	<p>Respond to what they hear with relevant questions and comments</p> <p>Describe events in detail using pictures</p> <p>Hold a conversation with peers and teachers</p> <p>Blend to read simple sentences</p> <p>Retell a pirate story</p> <p>Story invention</p>
<p><b>Maths</b></p>	<p>Number:</p> <p>Representing 9 and 10</p> <p>Comparing 9 and 10</p> <p>Composition of 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>Measure, Shape and Spatial thinking:</p> <p>Compare length and height</p> <p>Know the meaning of words full/empty</p> <p>Compare capacity</p>	<p>Number:</p> <p>Add by counting all to 10</p> <p>Measure, Shape and Spatial thinking:</p> <p>Identify and name circle, triangle, square and rectangle</p> <p>Patterns</p>	<p>Number:</p> <p>Doubles</p> <p>Subtract by removing objects</p> <p>Combining 2 groups</p> <p>Correctly form numbers to 10</p>	<p>Number:</p> <p>Odd and even numbers</p> <p>Measure, Shape and Spatial thinking:</p> <p>Know the meaning of heavy/light</p> <p>Compare items by their mass</p>

<b>Physical Development</b>	Fine motor skill development – range of tools  Large and small apparatus	Begin to form lower case letters correctly  Balance bikes – Bikability  Ball skills	Begin to form capital letters correctly	Large apparatus working in a team
<b>PE</b>	Ballroom dance  Exploring movements – copying and observing others  Co-ordination/control – ball skills		Dance  Following instructions (simple independent tasks)  Travelling using benches/dismounting safely	
<b>Personal, Social and Emotional Development</b>	Set goals and challenges  Understand the benefits of not giving up  Identify achievements  Show resilience and perseverance	Praise others using appropriate words  Think about the perspective of others  Factors that support health and wellbeing - sensible amounts of screen time	Know what happens to their body when they exercise  Name sports and exercises  Discuss how exercise makes them feel  Factors that support health and wellbeing – regular physical activity	Name healthy and unhealthy foods  Know why sleep is important  Recall the importance of washing hands  Understand what a stranger is
<b>Understanding the World</b>	Identify ways that we celebrate  Different people celebrate different times  Photos show the past  Caring for our environment  Making guesses and trying them out  Care for growing plants	Holi Festival  Chinese New Year  Different countries – England, China and Australia  Similarities and differences between countries  Using a globe  Aerial views and simple features  Tasting food from around the world	Easter  Similarities and differences between toys from the past and now  Changes that occur – ice to water  Floating and sinking	Easter  Pirates  Follow instructions that include prepositions  Follow picture maps  Create story maps  Explore forces - magnets



<b>Expressive Arts and Design</b>	<p>Draw self-portraits</p> <p>Draw faces with different emotions</p>	<p>Join collage materials with tape and glue</p> <p>Choose from a range of materials and tools</p> <p>Bisa Butler – fabric art</p> <p>Collaborative art</p>	<p>Stir, mix and pour ingredients</p> <p>Talk about how things work</p> <p>Singing and dancing - performance</p>	<p>Pirate role play</p> <p>Using split pins</p> <p>Untuned percussion instruments</p>
<b>Music</b>	<p>To move to the pulse</p> <p>Sing and response songs</p> <p>Recognise three pitches (high, middle and low)</p>		<p>Disney songs</p> <p>Know rhythm and pulse are different</p>	

	<b>Summer 1</b>	<b>Summer 2</b>		
<b>Topic</b>	<b>Circle of Life</b>	<b>Supertato</b>	<b>To Infinity and Beyond</b>	<b>Wheels, Wings and Other Things</b>
<b>Duration</b>	5 weeks	2 weeks	3 weeks	2 weeks
<b>Articles</b>	<p>Article 28</p> <p>Article 29</p> <p>Article 31</p>	<p>Article 28</p> <p>Article 29</p> <p>Article 31</p>		
<b>Sparkly Starter</b>	<p>*Caterpillars &amp; duck eggs arrive</p> <p>*Crazy Creatures</p>	* Evil Peas causing mischief	*Space Dome	*Transition activities (meet new teacher)
<b>Fab Finish</b>	<p>*Circle of Life exhibition/fundraising event</p> <p>*Farm Visit</p>	*Making Evil Pea Traps	* Create a class video with space facts	*Transition activities for Year 1
<b>Parental involvement</b>	<p>*Home learning</p> <p>*Learning News</p> <p>*Circle of life exhibition/fundraiser</p>	*Learning News	<p>*Home learning</p> <p>*Learning News</p>	*Summer holiday home learning activities

<p>Focus author</p>	<p>Eric Carle</p> 	<p>Sue Hendra</p> 		
<p>Focus literature</p>	<p>*The Very Hungry Caterpillar by Eric Carle</p> <p>*NF – Life cycles</p> <p>*Michael Recycle by Ellie Bethel</p> <p>*What Did the Tree See? By Charlotte Guillain</p> <p>*Oliver's Vegetables by Vivian French</p> <p>*10 Things I can do to help my World by Melanie Walsh</p> <p>*Seasons – The Growing Story – Ruth</p> <p>*Krauss/ Shirley Hughes – Out and about poems</p>	<p>*Supertato by Sue Hendra</p> <p>*Veggies Assemble by Sue Hendra</p>	<p>*NF – Recount the journey to the moon – learn about first Moon Landing</p> <p>*NF – Facts about space</p> <p>*Once Upon a Star by James Carter (Poetry)</p> <p>*Look up! By Nathan Bryon</p>	<p>*The Naughty Bus by Jan and Jerry Oke</p> <p>*Oi get off our train by John Burningham</p>
<p>Communication, Language and Literacy</p>	<p>Blend and segment longer words</p> <p>Reading and writing sentences</p> <p>Discuss main events in a story from the text</p> <p>Sequence main events</p> <p>Retell stories – remembering what happens</p> <p>Tell a recount – life cycles</p>	<p>Read stories and describe characters</p> <p>Design and describe a trap</p> <p>Write a letter</p> <p>Predicting what will happen next in a story</p> <p>Describe feelings about different words</p>	<p>Tell a recount – journey to space</p> <p>Explore fact and fiction texts</p> <p>Learn and write facts about space</p> <p>Read and perform poems</p>	<p>Explore different text layouts</p> <p>Retell a story - readers theatre</p> <p>Write a story</p> <p>Forming letters correctly</p> <p>Answer questions using their own experience and pictures</p>

<p><b>Maths</b></p>	<p>Number: Recall number bonds Subtraction facts to 5 Equal and unequal</p> <p>Measure, Shape and Spatial thinking: Tall/short Narrow/wide Compare weight and size Compare capacity</p>	<p>Measure, Shape and Spatial thinking: Compare height Compare length Repeating patterns</p>	<p>Number: Make numbers up to 19 Order amounts up to 19 Problem Solving</p> <p>Measure, Shape and Spatial thinking: Identify and name cube, cuboid, sphere and cylinder Identify flat faces and curved surfaces</p>	<p>Number: Problem Solving</p> <p>Measure, Shape and Spatial thinking: Matching shapes</p>
<p><b>Physical Development</b></p>	<p>Use a hole punch</p> <p>Practising pencil control</p> <p>Accuracy and care when drawing</p>	<p>Use scissors to cut different materials</p> <p>Practising with a range of small tools</p>	<p>Develop pencil grip – tripod</p> <p>Races and team games</p>	
<p><b>PE</b></p>	<p>Co-ordination – rolling, bouncing and catching balls</p> <p>Jumping, hopping and running</p> <p>Making shapes</p>	<p>Jumping and dismounting</p> <p>Making shapes when dismounting</p> <p>Balancing on benches/beams</p> <p>Travelling along benches/beams and in a line/chain of people</p>		
<p><b>Personal, Social and Emotional Development</b></p>	<p>Healthy – fruit and vegetables</p> <p>Unhealthy – too much sugar</p> <p>Families being different</p> <p>Understand how to help someone when they are lonely</p> <p>Solve simple arguments</p>	<p>Know how unkind words make people feel</p> <p>Calm down techniques</p>	<p>Name our body parts</p> <p>Identify changes from being a baby to now</p>	<p>Memories of the year and what they are looking forward to next year</p>

<p><i>Understanding the World</i></p>	<p><i>Learning about a faith - Islam</i></p> <p><i>Understand why we should respect and look after the world</i></p> <p><i>Recycling</i></p> <p><i>Past and present events in their own life</i></p> <p><i>Life cycles of a butterfly, duck and sunflower</i></p> <p><i>Recap the changes of seasons</i></p> <p><i>Changes in people as they get older</i></p> <p><i>Observe and draw animals and plants</i></p> <p><i>Follow information maps (recounts)</i></p>	<p><i>Places being special to different people</i></p> <p><i>Exploring vegetables and drawing them</i></p>	<p><i>Special places of worship</i></p> <p><i>Significant events from the past – moon landing</i></p> <p><i>Neil Armstrong – first man to walk on the moon</i></p> <p><i>Effects of the seasons on the natural world</i></p> <p><i>Ways of protecting ourselves from the sun</i></p>	<p><i>Places special to them</i></p> <p><i>Similarities and differences in cars and trains from the past and now</i></p> <p><i>Amelia Earhart – pilot</i></p> <p><i>Pollution from vehicles</i></p> <p><i>Forces – vehicles</i></p>
<p><i>Expressive Arts and Design</i></p>	<p><i>Observational drawings (flowers and animals)</i></p> <p><i>Say what they like and dislike about artist's work</i></p> <p><i>Stir and mixing ingredients – bird feeders</i></p>	<p><i>James Brunt – large scale art</i></p> <p><i>Printing with ink/paint</i></p> <p><i>Observational drawings (vegetables)</i></p>	<p><i>Draw from imagination</i></p> <p><i>Role play – journeys to space</i></p> <p><i>Experimenting with colour</i></p> <p><i>Performing poems</i></p>	<p><i>Performing – singing and using instruments</i></p> <p><i>Role play using props</i></p> <p><i>Joining materials - planes</i></p>
<p><i>Music</i></p>	<p><i>Match actions to music</i></p> <p><i>Practise demonstrating the pulse</i></p>	<p><i>Practise counting the beat</i></p> <p><i>Practise showing a rest in music</i></p>		