

EYFS CURRICULUM OVERVIEW



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Project Learning	This is Me – myself, my body, my school, my community (3wks)	Stars in the Sky – nighttime & space (3wks)	Winter, Arctic and Antarctic – Around the World Chinese New Year (1wk)	Traditional Tales (3wks)	Transport, travel and road safety.	Magnificent Minibeasts – Life cycles (3wks)
	Autumn - Hibernation Farming – arable & Harvest (3wks) Halloween Rhyme Week	Celebrations - Remembrance Day, Diwali, Bonfire Night & Christmas (4wks)	Shrove Tuesday (1wk) Castles & Dragons – Past and Present (2wks)	Spring - Growing and Fantastic Food (2wks) Easter (1wk)	Real Superheroes – People who help to keep us safe and healthy, including ourselves(2wks)	Farms (Animals) (3wks)
Texts	Elmer The Colour Monster Starts School Hello Autumn (Non-Fiction) Percy the Park Keeper – After the Storm Don't Hog the Hedge The Little Red Hen Room on the Broom Oi Frog	Owl Babies How to Catch a Star Whatever Next Amazing Astronauts (Non-Fiction) Outdoor Explorers (Non-Fiction) Little Glow The Christmas Story Nativity A Letter to Father Christmas	Lost and Found Emperor Penguins (Non-Fiction) Percy The Park Keeper – One Snowy Night The Chinese New Year (Non-Fiction) Mr Wolf's Pancakes Zog Usborne – See Inside Castles (Non-Fiction)	The Gingerbread Man The Three Little Pigs Jack and the Beanstalk. Olivers Vegetables A Tiny Seed Life Cycles – Sunflower (Non-Fiction) The Easter Story Egg Day	Mr Gumpy's Motor Car. Percy's bumpy Ride On the Way Home Martha's Map Emma Jane's Aeroplane. Transport – All about Vehicles (Non-Fiction) A Superhero Like You Emergency – Margret Mayo The Zoo Vet (Non- Fiction)	The Very Hungry Caterpillar What the Ladybird Heard. Spinderella Farmer Duck A Squash and a Squeeze. National Geographic: Farm Animals – Joanne Mattern (Non- Fiction)



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<p>Rhymes, poems and songs.</p>	<p>Head, Shoulders, Knees, and Toes. If Your Happy and You Know It My Body My Senses My Feelings We Are All Different Sandy Girl Down By the River Big Red Combine Harvester Somebodies waking up sniff snuff. Autumn Leaves are Falling Down Dingle Dangle Scarecrow</p> <p>Traditional Nursery Rhymes</p>	<p>Zoom, Zoom, Zoom, We're Going to the Moon. 5 Little Men in a Flying Saucer Twinkle, Twinkle Little Star If You Blast off to Space Today Astronaut and Rocket Ship. Christmas Nativity Songs Christmas Hymns Christmas Carols</p>	<p>Stomping in the snow Little Jacky Jack Frost On a Cold and Frosty Morning In the Winter I'm a Little Penguin Five Little Snowmen Dance around the Snowman A little Frosty Snowman. 5 Sizzling Pancakes</p> <p>Brave Knight The Castle on the Hill The King in the Castle Who Will Fight the Dragon.</p>	<p>Traditional Nursery Rhymes / Favourites.</p> <p>Springtime Songs: Wet, Wet, Wet! A Tiny Seed Was Sleeping It's Mother's Day 5 Shiny Eggs</p>	<p>The Wheels on the Bus Row, Row, Row, Your Boat The Big Ship Sails on the Alley. The Passengers Got on Two by Two.</p> <p>Being Helpful I'm A Firefighter There are lots of People Who Help Us London's Burning.</p>	<p>There's a Worm at the Bottom of my Garden Incy Wincy Spider 2 Little Butterflies 5 Little Woodlice Lots of Minibeasts Minibeasts Minibeasts Move Around. Old McDonald Had a Farm 5 Little Chicks Ba Ba Black Sheep Mary Had a Little Lamb The Farmers in His Den Bobby Bingo</p>
<p>Development Matters Links:</p> <p>Communication and Language</p>	<ul style="list-style-type: none"> • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Engage in non-fiction books. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					



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<p>Science You may see Science through...</p> <p>Understanding the World</p>	<p>All about me: What do I know about me? Where I live Comparing myself to when I was a baby and now (growth)</p>	<p>Nighttime and what happens when we fall asleep.</p> <p>Nocturnal Animals and what Nocturnal/Diurnal means.</p>	<p>Comparing Winter / Autumn – what changes can we see? (investigating frost / ice and water)</p>	<p>Materials – which material will be strongest for the Three Pigs new roof? Floating and sinking/ How can we help the Gingerbread man across the river? What would happen if the Gingerbread Man really fell into the river?</p>	<p>Emergency Services: How do the Police keep us safe? Why do some people wear special clothes for work? Can you design a new coat so the Police/Firefighter can be seen at night? What is special about the gloves and boots a firefighter wears?</p>	<p>Minibeasts/ insects: Are all mini beasts scary?</p> <p>The lifecycle of a butterfly (Living Eggs).</p>
<p>Why are there so many leaves on the ground? Comparing environments changes in the world.</p> <p>Exploring magic potions (chemical reactions).</p>	<p>Darkness and the absence of light.</p> <p>Star constellations, the solar system, life in space (gravity).</p>	<p>Signs of Spring New Life Life cycles – seeds and plants. What do seeds need to grow? - the needs of a plant for healthy growth. - planting seeds and growing plants - Experimenting with removing the needs of a plant. Life cycles – comparing animals that hatch from an egg with those that do not. Life cycle of a chick/duck (Living Eggs)</p>				
<p>Development Matters Links</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					



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<p>History</p> <p>You may see History through</p> <p>Understanding the world EYFS: Past and Present People, Culture and communities.</p>	<p>Ourselves and our families – Changes over time.</p>	<p>Special experiences and family celebrations / traditions.</p>	<p>Inuit People InukShuks</p> <p>Castles and Dragons – Changes over time – Buildings, myths.</p>	<p>Past and present events in their own lives and in the lives of family</p> <p>Changes over time – life cycles: Plants</p> <p>Changes over time – life cycles: Chicks/ducks</p>	<p>People who help us and our heroes – different occupations and ways of life. Emergency Services linked to transport – How Have Emergency Vehicles Changed over Time? Great Fire of London – London's Burning.</p>	<p>Changes over time – life cycles: caterpillars</p> <p>Changes over time – Farming</p>
<p>Development Matters Links</p> <p>Past and Present</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					

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<p>Geography</p> <p>You may see Geography through...</p> <p>Understanding the world EYFS: People, Culture and communities and the Natural World.</p>	<p>Our local setting Home and school.</p> <p>Arable farming & Harvest</p>	<p>Comparing our own local environment to that of space - How do astronauts live in space?</p>	<p>Arctic and Antarctic similarities and differences. Comparing our local environment to that of the polar regions – how are children’s lives similar/different? How do they travel to school, what they eat, where they live and so on. Explore artic animals living there.</p> <p>Locating Castles in UK and pinning these on a map – are there any castles close to where we live – Hylton Castle. Has anyone ever been to castle?</p>	<p>Journeys/maps – Recording <i>The Gingerbread Man’s</i> journey.</p> <p>New life/ Changes over time.</p>	<p>Transport, maps and journeys – where in the world is Harry the Hedgehog? Photograph Harry in different locations – local & around the world. Use famous landmarks to help children to identify where Harry is. I wonder how he got there - what transport did he take?</p>	<p>Farms – what animals do we find on farms in the UK.</p>
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<p>Development Matters Links:</p> <p>Understanding the world:</p> <p>People Culture and Communities</p> <p>The Natural World</p>	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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.
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<p>Music</p> <p>You may see music through...</p> <p>Expressive Arts and Design.</p>	<p>Expressing our emotions using instruments</p> <p>Clapping/dancing to the beat – Sandy Girl / Down by the River.</p> <p>Nursery rhymes</p> <p>Autumn Disco – moving to music – pop songs.</p> <p>Group singing.</p>	<p>Bonfire night – making sounds with our bodies – fireworks & using instruments to replicate the sound of fireworks – e.g. loud drum/soft whistle.</p> <p>Christmas singing/ playing musical instruments - Finding a beat</p> <p>Chinese New Year – Dragon</p>	<p>Group singing – marching to the beat, marching fast/slow as the song speeds up/slow down (marching in the snow).</p> <p>Listen to medieval music – expressing thoughts and ideas. Moving to the pulse and responding to changes, e.g. jumping when the music</p>	<p>Exploring the sounds of different instruments and how they link to stories and characters - e.g., fast triangle for the Gingerbread man when running or loud drum for danger when he encounters the fox.</p> <p>- Explore Brendon's musical stories</p>	<p>Group singing.</p> <p>Play movement & listening games.</p> <p>Make up our own songs - Harry's adventures.</p>	<p>Group singing tapping syllables to the lyrics of songs, e.g., Bobby Bing o</p>
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		<p>Dance – creating and moving to music.</p> <p>Listen, move to and talk about Chinese music and dance -, expressing feelings and responses. Can children choreograph their own Chinese dance? Group singing</p>	<p>becomes louder.</p>	<p>(traditional tales)</p> <p>Reviewing music and talking about our likes, dislikes and favourite songs/instruments</p> <p>Performing our favourite songs to the class.</p>		
<p>Development Matters Links:</p> <p>Expressive Arts and Design:</p> <p>Being Imaginative and Expressive</p>	<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					

<p>Art and DT</p> <p>You may see Art and DT through....</p>	<p>Self Portraits</p> <p>Elmer Collage</p> <p>Autumn Leaf Art</p>	<p>Fireworks pictures</p> <p>Poppy Wreaths.</p>	<p>Winter Twig Art and Snowflakes.</p>	<p>Mother's Day Cards</p> <p>Building houses with materials -</p>	<p>Constructing Vehicles</p> <p>Hot Air Balloons</p>	<p>Minibeast Stone painting.</p>
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<p>Expressive Arts and Design.</p>	<p>Salt dough Hedgehogs</p> <p>Building a hedgehog shelter.</p>	<p>Van Gogh Starry Night</p> <p>Rockets (paper aeroplanes).</p> <p>Star Constellations / solar system art.</p> <p>Christmas Craft</p>	<p>Building InukShuks.</p> <p>Chinese New Year Lanterns and dragons</p> <p>Designing a Pancake</p>	<p>straw, stick, brick.</p> <p>Van Gogh Sunflowers</p> <p>Easter Baskets</p>	<p>Constructing tracks, bridges and transport links.</p>	
<p>Development Matters Links:</p> <p>EYFS: expressive arts and design: Creating with Materials</p> <p>Physical Development: Fine Motor Skills</p>	<p>EYFS: expressive arts and design: Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 					
<p>Cultural Capital / Memorable Experiences</p>	<p>Local area walk – Autumn.</p>	<p>Life Centre – Planetarium?</p> <p>External Visit - Pantomime</p>	<p>Local area walk –Winter.</p> <p>Visit to Hylton Castle?</p>	<p>External visitor - Brendon’s Musical Stories – Traditional Tales? Church Visit</p>	<p>Visitors – People Who Help Us</p> <p>Local Area Walk – Shops.</p>	<p>Visit to Farm/Adventure Valley</p>