**EYFS: Curriculum Overview Term 1 Autumn 1**

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| **KEYTEXTS** |  | |  | |  | |  | | |  |  |
| **Theme** | | **Settling In** | **All About me**  **Feelings** | | **My Family** | | **My Community**  **Home/School** | | | **My Body** | **Similarities & Differences** |
| **Real Experiences** | | Visiting School  Family Visits | Staying for lunch  Starting Full Time | |  | | Looking around School/ Meeting new people | | |  |  |
| **Rhymes/Songs** | | *Hello how are you song (with Makaton)* | *If you’re happy and you know it* | | *The Wheels on the Bus* | | *10 Little Fingers*  *Wind the Bobbin* | | | *Heads Shoulders Knees and Toes* | *Rainbow Song* |
| **Communication Language** | |  | What is Listening?  Devising Listening Guidelines | | | | It’s good to Talk!  Introducing Talk Guidelines | | | | |
| **Phonics** | |  | Phase 1 Listening Activities | | | | Nursery- Phase 1  Reception-Phase 1 & 2 (s,a,t,p,I,n) | | | | |
| **Numeracy-Rec** | |  | Matching, sorting, comparing | | | | | | | Exploring 1,2,3- Represent, compare, | |
| **Measures, Space…** | |  | Spatial awareness/Positional | | | | | Size & Mass Capacity  Triangles & Circles | | | |
| **PE sessions** | |  |  | | Visiting the hall & playground and exploring the space- games/dance | | | | | | |
| **PD Focus (Gross)** | | Managing the school day- lining up, sitting down, mealtimes & snack  Managing stairs/steps Large arm movements & vertical surfaces Managing space safely-Running,Crawling, sliding, rolling- | | | | | | | | | |
| **PD Focus**  **(Fine)** | | * Holding a pencil Introducing Dough Disco * Scissors skills- grip & snip Putting on coats * Using glue sticks/spreaders Developing pincer grasp | | | | | | | | | |
| **PSED** | | Building Relationships & Leaving carers  Communicating feelings  Hygiene/Toileting Asking for Help | | Developing self identity, learning names  Being a member of the class community- rules/tidying/helping  Making choices & directing own play Safeguarding-My Body is mine | | | | | | | |
| **UW** | |  | | | | Developing positive attitudes about differences- Martin Luther King/Kandinsky | | | | | |
| **Music** | |  | Learning to Listen-identifying sounds | | | | Listening Walks | | | Body Sounds |  |
| **Dance** | |  | Moving to music- free dance, how does it make you feel? | | | | | | Dancing with different body parts - actions | | |
| **Art** | |  | Exploring collage and paint | | | | | | | Exploring & identifying colours  Exploring art with natural materials | |

**EYFS: Curriculum Overview Term 2 Autumn 2**

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| **Week** |  | 8.1 |  |  | `29. |  |  |
| **Theme** | **Divali**  **Firework Night** | **Our Community-FireFighters** | **Our Community- Medical/Polics** |  | **Celebrating Hannukah** | **Nativity** | **Celebrating Christmas** |
| **Real Experiences** | Divali Celebration day | Trip to the Fire Station | Visit by Nurse/Doctor |  | Invite an older pupil to | Live Performances |  |
| **Rhymes/Songs** | *Light A Diva* | *5 Little Firefighters*  *London’s Burning* | *5 Little Monkeys* |  | Nativity songs | Nativity songs | Christmas Songs |
| **Communication & Language** | * Establishing Talk Guidelines Speaking Audibly * Introducing *Show nTell* Making relevant contributions | | | | | | |
| **Phonics** | Nursery- Phase 1  Reception-Phase 1 & 2 | | | | | | |
| **Numeracy- Rec** | Exploring 1,2,3… | Representing no.s to 5 | | | One more/one less | | |
| **Measures,Space…** | Pattern | Shapes with 4 Sides Time | | | 3D shapes Pattern cont. | | |
| **PE sessions** |  |  |  |  |  |  |  |
| **PD Focus (Gross)** | Balancing skills Travelling in different ways Simple sequences of movements Climbing | | | | | | |
| **PD Focus (Fine)** | * Scissor Skills- cutting in a straight line Introducing basic letter formation- copying over * Exploring clay with hands Tracing * Zips & Fastenings/ Changing shoes & Socks Stencils | | | | | | |
| **PSED** | Trying new things/ Making choices | Fire Safety  Explore Feelings | Keeping Well  Explore Friendships | Pedestrian Safety | Exploring Friendships | Exploring Feelings | Exploring Feelings |
| **UW** | Hindi culture-Gandhi | Different occupations/roles in our community Night/Day  Mother Theresa/Florence Nightingale | | | Special places & different celebrations in our community | | |
| **Music** | Introducing percussion Instruments- stop/start, playing with control | | |  |  |  |  |
| **Dance** |  |  |  |  |  |  |  |
| **Art** |  |  |  |  |  |  |  |

**EYFS: Curriculum Overview Term 3 Spring 1**

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| **Week** |  |  |  |  | |  |  |  |
| **Real Experiences** | Exploring Ice & Snow! | Real Investigations: Floating & Sinking  Freezing & Thawing  Waterproofing & Insulation | | Chinese Celebrations! | | Visitors to share traditional clothes | Large scale collaborative projects to build dinosaurs | |
| **Rhymes/Songs** | *5 Little Snowmen*  *Im a Little Snowm* | *The Sun has got*  *In All Kinds of Weather* | *Rain, Rain Go Awa*  *I Hear Thunder* |  | |  |  |  |
| **Communication & Language** | Talking in a small group | Listening carefully to others  Responding to what others say | | Sharing conversation with a talk partner | | | Beginning to use connectives to join simple sentences (describing) | |
| **Literacy** | Exploring Non Fiction Texts | | Re-telling stories in small groups | Using spaces to separate words modelled & shared writing | | | Labelling with single words  Writing simple captions  Descriptive vocabulary | |
| **Key Texts** |  | |  | Smartest Giant in Town | | | That’s Not | |
| **Numeracy-**  **(Woodpeckers)** | Exploring Numbers to 5 | Exploring 6,7,8 | | | Pairs | | Combining sets | |
| **(Puffins)** | Exploring Numbers to 5 | | | Exploring 6,7,8 | | | Pairs | |
| **Measures, Space…** | Time | Capacity | | Weight | | | Length & height | |
| **PD Focus (Gross)** | * Use basic body strength to slide on tummy, shuffle of their bottom, crawl & pull body along etc * Balance on one foot, one hand and foot, large & small body parts etc * String 2 or more movements together | | | | | | | |
| **PD Focus (Fine)** | * Write recognisable letter shapes and begin to use anti clockwise direction and follow back over lines * Effectively cut along lines and simple shapes * Drawing with greater care and fewer inaccuracies/overlap | | | | | | | |
| **PSED** | Responding to simple instructions | | Recognising emotions in others | Showing a respect for others and an interest in cultures beyond their own | | |  |  |
| **UW** | Exploring seasons & change  Freezing/Thawing | Cold Places  Keeping warm past & present  Shackleton | Exploring materials: waterproofing | Festivals &  Cultural Dress, exploring tradition & culture. Clothes in past | | | Sorting similarities & Differences | Dinosaurs in the past- beyond living memory |
| **Imagination** | Exploring stories through role play and props  Making Umbrellas & Boats- directed | | | Creating own hats | | | Drawing details, using stencils & templates | |
| **Dance/Music** |  | Exploring weather sounds – following picture scores | | Chinese Dragon  Dances-watching & responding | |  |  | Creating music and sounds for different dinosaurs |
| **Art/Expression** | Chalks  Patterns clothing | Explore colour mixing & rainbows | Effects of water  Water colour paint | Exploring different textures & fabrics | | | Drawing details, using stencils & templates | |

**EYFS: Curriculum Overview Term 4 Spring 2**

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| **Theme** | **Food** | **Stories-Sizes** |  | | **Healthy Eating** | **Dental Health** | | **New Life/ Easter** |  |
| **Real Experiences** | Investigating Food | Making Porridge | Cooking Activities  Visit from cook | | Making healthy snacks | Investigating chocolate-changes | | Exploring eggs-changes |  |
| **Rhymes/Songs** |  | *When goldilocks…* |  | |  | *Chick, chick, chicken* | | *Hop Little Bunny* |  |
| **Communication & Language** | * Develop back and forth conversations, acknowledge what others say * Recognise good speaking behaviours in others * Use talk partners effectively & speak in a small group, taking turns * Begin to try out expression and vary tone/volume when speaking | | | | | | | | |
| **Phonics** |  | | | | | | | | |
| **Numeracy- Rec** | Exploring 9 & 10 | | | Comparing numbers to 10 | | | Numberbonds to 10 | | |
| **Measures, Space…** | Shape-3D | | | Patterning | | | Weight | | |
| **PE sessions** |  |  |  | |  |  | |  |  |
| **PD Focus (Gross)** |  | | | | | | | | |
| **PD Focus (Fine)** | * Using cutlery and tools for cooking/eating * Develop correct letter formation, anti clockwise directions etc * Cutting simple shapes * Developing drawing skills and effective use of one handed tools | | | | | | | | |
| **PSED** | Managing self, eating independently & organising own things | | Developing awareness of healthy eating & safety in the kitchen | | | Working towards own goals and targets  Dental Health | | |  |
|  | Focus on recognising emotions in others & managing own feelings effectively | | | | | | | |  |
| **UW** | Sorting & classifying foods.  Food/shops past & present & in different places  Where does our food come from? | | | Exploring changes in food, cooking & investigating different foods | | | Food for celebrating in different cultures/festivals  Celebrating easter-traditions | | |
| **Music** | Using percussion instruments to accompany songs and rhymes | | | | Exploring rhythm and volume when playing with increasingcontrol | | | |  |
| **Dance** |  |  |  | |  |  | |  |  |
| **Art** | Exploring ways to join materials (new resources/tools)  Explore texture in food | Following directed project: making utensils | Exploring pattern | | Colour mixing, using shades  Observational drawing | Design projects for carrying/storing eggs  Make a basket | | |  |
| Role Play familiar stories | | |  |