EYFS Curriculum Overview

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| Reception | Autumn 1  Baseline Completion | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/ Core book focus including poetry | **Heroes**  Superworm  A hero like you  Superkid  Busy People series of Non- Fiction texts  Room on the Broom | **Traditional Tales**  Goldilocks  Cinderella  Handa’s Surprise  Monkey babies – Irene Rawnsley | **Penguins and Polar Bears**  How big is a million?  Sneezy the Snowman  Penguin Non-Fiction  Snowball – Shel Silverstein | **The Farm**  Three Little Pigs  What the Ladybird Heard  Supertato  Fuzzy Wuzzy Creepy Crawly | **Dinosaurs**  Dear Dinosaur  If the dinosaurs came back/ If I had a dinosaur  Dinosaur Non-Fiction (100 Facts series etc)  Imagine – Roland Egan | **Pirates and Mermaids**  The Rainbow Fish  One is a Snail, Ten is a Crab  The Fish who could Wish  The Snail and the Whale  What is Pink? Christina Rossetti |
| Celebrations | Diwali  Halloween | Bonfire Night  Christmas | Shrove Tuesday  Chinese New Year | World Book Day  Mother’s Day  Easter | St George’s Day | Father’s Day |
| Communication and Language  **Thematic role play area to develop wider vocabulary** | **Hospital based role play/ superhero den**  Listening skills  Provide non fiction books to explore/discuss  Model and encourage helpful social phrases e.g. “Do you need any help?” or “Thank you for helping me” through play | **Fire Station/Police station role play**  **Santa’s workshop role play area** | **Igloo/ winter themed role play area including travel agents** | **Farm based role play area** | **Dinosaur museum role play area** | **Pirate ship role play** |
| Personal, Social and Emotional Development  **Jigsaw Elements** | **Healthy Me**  Making healthy choices relating to exercise and sleep.  Understanding healthy food and making healthy choices.  Understanding why sleep is important.  Understanding the importance of handwashing.  I know what a stranger is and how to stay safe.  Story link - Thanking others and showing appreciation, discuss ways to be kind and helpful and praise this behaviour, how do people feel when we are thankful?  Listening/ staying safe/ classroom rules and routines/ independence | **Being Me in My World**  Belonging  Recognising and managing feelings  Working with others  Kindness and gentle hands  Understanding children’s rights  Being responsible  Story link -Stranger Danger – staying safe | **Celebrating Difference**  Understanding similarities and differences  Understanding that being different makes us special  Understanding families  Making friends  Appropriately standing up for yourself | **Dreams and Goals**  Developing perseverance and overcoming challenge  Setting a goal  Using kind words to encourage  Linking current learning to future ambitions  Feeling proud of achievements  Story link – perseverance, facing fears | **Relationships**  Identifying jobs and families and the feeling of belonging  Making friends and feeling lonely  Understanding the impact of unkind words  Managing feelings  Being a good friend | **Changing Me**  Naming body parts  Respecting own body  Understanding that we grow from babies to adults  Expressing worries and feelings for moving to Year 1  Sharing memories of Reception Year |
| Physical Development | Dough Disco each morning as children enter classroom to strengthen muscles in hands and fingers.  Introduction to PE  Fine motor activities in provision including tweezers, cutting, threading and peg boards  Outdoor superhero training obstacle courses to develop skills such as coordination, balance and agility. Using spray bottles and water pistols to aim and spray targets.  Exploring healthy eating, sorting foods into healthy and unhealthy, making healthy snacks and teeth brushing.  Encourage children to manage role play costumes including buttons and zips, removing own jumpers and using items such as plasters and bandages. |  |  |  |  |  |
| Literacy  **RWI Phonics (children are assessed half termly to group and assess progress)** | **RWI entry assessments**  **Introduction of set 1 sounds and oral blending**  **Wordless reading books.**  Name writing  Labelling superheroes and ‘powers’  Retelling and ordering familiar stories.  Making thank you cards to someone who has helped them.  Provide writing backpacks to note down emergencies when riding bikes. | **Daily RWI sessions focussed on set 1 sounds and CVC spelling**  **Introduction of red ditty books**  **Children to begin book bag book stories.** | **Daily RWI sessions focussed on set 1 and introduction of set 2 sounds**  **Continuation of red ditty stories and linked book bag books.** | **Daily RWI sessions focussed on set 2 sounds. Introduction of green book and linked book bag books.** | **Daily RWI sessions focussed on set 2 sounds. Continuation of green books and linked book bag books.** | **Daily RWI sessions focussed on set 2 sounds recap and introduction of set 3 digraphs. Introduction to purple/ pink level books and linked book bag stories.** |
| Mathematics | Timers to time obstacle course, scoring with numicon pieces during superhero training activities  Voting for most preferred occupation using tens frames and introducing language of total, fewest and most.  Subitising items in a doctor’s bag, counting totals and exploring sorting and comparing groups.  **White Rose Maths**  Match, sort and compare amounts  Compare Size, Mass & Capacity  Exploring Pattern  Representing 1,2,3 | **White Rose Maths**  Comparing 1,2,3  Composition of 1,2,3  Circles and triangles  Positional Language  Representing numbers to 5  One more and less  Shapes with 4 sides  Time | **White Rose Maths**  Introducing zero  Comparing numbers to 5  Composition of 4 & 5  Compare mass  Compare capacity  6,7 and 8  Combining 2 amounts  Making pairs | **White Rose Maths**  Length and height  Time  Counting to 9 & 10  Comparing numbers to 10  Bonds to 10  3D shapes  Spatial Awareness  Patterns | **White Rose Maths**  Building numbers beyond 10  Counting patterns beyond 10  Spatial Reasoning  Match, rotate, manipulate  Adding More  Taking Away  Compose and Decompose | **White Rose Maths**  Doubling  Sharing and Grouping  Even & Odd  Visualise and Build  Deepen Understanding  Patterns and Relationships  Spatial Reasoning |
| Expressive Art and Design | Using paper shapes to create emergency service badges  Superhero mask making, cutting templates and adding, stickers, glitter and adhesive decorations. Explore adding colours using different mediums.  Provide instruments and noise makers to make warning signs for emergency vehicles. Use large materials to decorate bikes to make emergency vehicles. |  |  |  |  |  |
| Understanding the World | Local area walk to see people who help in the community.  Visits from community members with a range of occupations e.g. nurse, paramedic, police officer, dentist to share experiences with the children.  Explore equipment which keeps us safe at school e.g. locked doors, fire alarms, safety signs etc.  Provide materials to make life boats in the water tray to explore floating and properties of materials.  Provide opportunities for children to make own road signs and markings to control bikes and rode-on vehicles in outdoor area. |  |  |  |  |  |

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| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/ Core book focus | **Bears**  Whatever Next  We’re Going on a Bear Hunt  The Everywhere Bear | **Julia Donaldson**  The Gruffalo  Room on the Broom  The Nativity | **Traditional Tales**  Goldilocks and the Three Bears  The Three Little Pigs | **Traditional Tales**  The Gingerbread Man  The Runaway Chapati  The Little Red Hen | **Interesting Insects**  The Hungry Caterpillar  What the Ladybird Heard  Non-fiction texts | **Under the Sea**  Sharing a shell  The Lighthouse Keepers Lunch |
| Celebrations | Diwali  Halloween | Bonfire Night  St Andrew’s Day  Christmas | Shrove Tuesday  Chinese New Year | World Book Day  St Patrick’s Day  St David’s Day  Mother’s Day  Easter | St George’s Day | Father’s Day |
| Communication and Language |  |  |  |  |  |  |
| Personal, Social and Emotional Development |  |  |  |  |  |  |
| Physical Development |  |  |  |  |  |  |
| Literacy |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |
| Expressive Art and Design |  |  |  |  |  |  |
| Understanding the World |  |  |  |  |  |  |