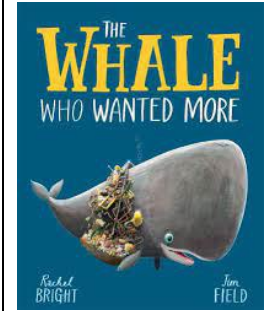
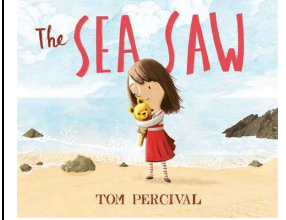
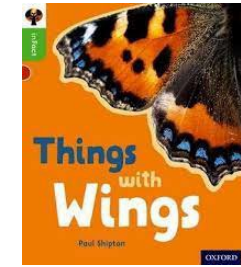
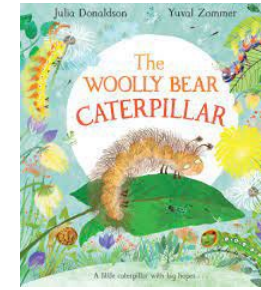
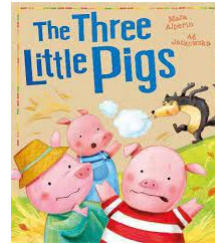
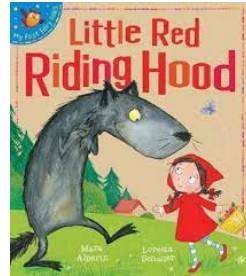
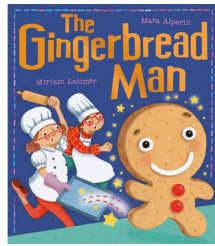
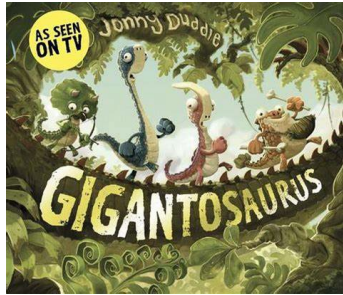
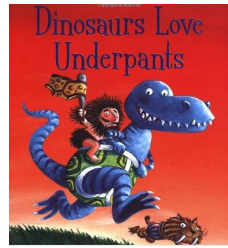
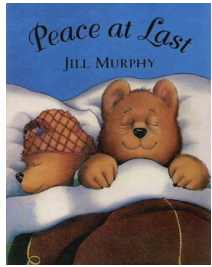
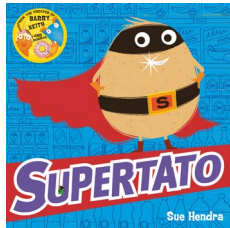
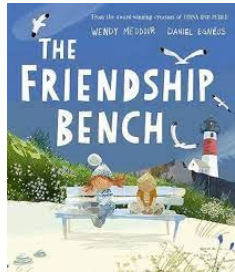


EYFS Curriculum Overview 2023/2024



Year group: EYFS	Autumn 1 7 weeks 3 days	Autumn 2 6 weeks 3 days	Spring 1 5 weeks 2 days	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Maths	<ul style="list-style-type: none"> • Matching • Sorting into groups • Comparing amounts • Compare size, mass and capacity • Exploring pattern • Representing, comparing and composition of numbers 1 2 3 • Spatial awareness • Representing numbers 1-5 • One more and one less • 2D shapes • Time - my day • Introduce zero 	<ul style="list-style-type: none"> • Comparing numbers to 5 • Composition of 4 and 5 • Compare mass • Compare capacity • Number 6 7 8 • Making pairs 	<ul style="list-style-type: none"> • Combining two groups • Length and height • Time • 9 and 10 • Comparing numbers to 10 	<ul style="list-style-type: none"> • Number bonds to 10 • 3D shapes • Pattern • Building numbers beyond 10 • Counting patterns • Adding more 	<ul style="list-style-type: none"> • Taking away • Spatial reasoning • Doubling • Sharing and grouping • Even and odd • Patterns and relationships 	<ul style="list-style-type: none"> • Spatial reasoning • Count beyond 20 • Subitise • Recall number bonds to 5 and some to 10 • Doubling facts • Odd and even numbers-sharing • 2D and 3D shapes

Literacy texts



<p>Learning focus for writing</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense</p>	<p>Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense</p>	<p>Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense</p>	<p>Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p>	<p>Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p>
<p>Class Author Study</p>	<p>Jill Murphy On the way home The last noo noo Just one of those days Peace at last Whatever next 5 minutes peace</p>		<p>Mick Inkpen Kippers little friend One year with kipper One bear at bedtime Kippers story collection The blue balloon Kippers new pet Hide me Kipper Is it bedtime wibbly pig? Hole in the zoo Mrs blackhat Mrs blackhat and the zoom broom Kippers birthday Jaspers Beanstalk</p>	<p>Marcus Pfister Merry Christmas Rainbow fish Rainbow fish Rainbow fish finds his way You can't win them all rainmbow fish Leo's monster</p>	<p>Eric Carle The very hungry caterpillar wild animal hide and seek Baby bear Brown bear The tiny seed Mr seahorse Slowly slowly said the sloth Draw me a star The very hungry caterpillar The bad tempered ladybird The nonsense show The very busy spider From head to toe</p>	<p>David McKee Elmer Elmer and grandpa eldo Elmer and the lost treasure Two monsters Not not Bernad Mr Ben big top Mrs Ben 1-9 Two can toucan</p>
<p>Poetry Focus</p>	<p>Nursery rhymes and songs</p> 		<p>Short rhyming poems</p>		<p>Pathways poetry unit</p>	
<p>Theme</p>	<p>All about me</p>	<p>Dinosaurs</p>	<p>People who help us</p>	<p>Journeys</p>	<p>Minibeasts</p>	<p>Under the sea</p>

<p>Celebrations</p>	<p>Transition and change</p> <p>European languages day</p>	<p>Autumn</p> <p>Bonfire night</p> <p>Harvest festival</p> <p>Diwali</p> <p>Christmas</p> <p>Nativity</p>	<p>Winter</p> <p>Chinese New Year</p> <p>Holi festival of colours</p>	<p>Spring</p> <p>Easter</p> <p>Mother's Day</p> <p>World Book Day</p>	<p>Summer</p> <p>Eid</p>	<p>Transition and change</p> <p>Father's Day</p> <p>Sports Day</p> <p>Graduation</p>
<p>Educational Visitors And Trips</p>	<p>Walk around school grounds – meet some of the school staff</p> <p>Visit from the dentist</p> <p>New baby visit</p>	<p>Dinosaur visit</p> <p>Nativity</p> <p>Diwali celebration day - Bollywood dance, food tasting etc</p> <p>Post Christmas cards into local post box</p>	<p>Visit from the police, fire. Ambulance, post man</p> <p>Visit to the local doctors</p> <p>Chinese New Year celebration day - own clothes, food tasting, Chinese dance workshop</p>	<p>Chicks - hatching eggs</p> <p>Trip to museum</p>	<p>Butterflies - life cycles</p> <p>Walk to the local park</p>	<p>Farm trip</p> <p>Visit to Sainsburys to buy sandwich ingredients</p> <p>Visits to Year 1</p>
<p>UTW</p> <p>The world (science)</p>	<p><u>The human body</u></p> <p>Naming parts of the body.</p> <p>Look at the 5 senses.</p> <p>How do we grow?</p>	<p><u>Seasonal changes</u></p> <p>Investigating autumn and the changes in the environment.</p> <p><u>Environments</u></p> <p>Showing respect for the environment and living things</p>	<p><u>Everyday materials</u></p> <p>Investigating materials – Naming and sorting everyday materials.</p> <p>Why didn't the brick house blow down in the Three Little Pigs? Why couldn't the gingerbread man swim?</p> <p><u>Seasonal changes</u></p> <p>Investigating winter and the changes in the environment.</p>	<p><u>Life cycles and change</u></p> <p>Life cycle of a hen.</p> <p>Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of living things.</p> <p><u>Seasonal changes</u></p> <p>Investigating spring and the changes in the environment.</p>	<p><u>Life cycles and change</u></p> <p>Life cycle of a butterfly</p> <p>Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of minibeasts, habitats etc.</p> <p><u>Seasonal changes</u></p> <p>Investigating summer and the changes in the environment.</p>	<p><u>Plants</u></p> <p>Growing - What do plants need to grow?</p> <p>Life cycle of a bean.</p> <p>What happens if plants don't have sunlight?</p> <p><u>The Ocean</u></p> <p>Floating and sinking.</p> <p>Impact of plastic in our oceans.</p>

<p>UTW Past and present (History)</p>	<p><u>Chronology</u> Own life story and family history How have I changed since I was a baby? Children to bring in a time line of their life – photograph of each year of their life</p>	<p><u>Familiar situations from the past</u> Talk about members of their immediate family and community</p>	<p><u>Sequence</u> Figures, characters, settings and events.</p>	<p><u>The past</u> Toys from different cultures and times</p>	<p><u>The past</u> Historical figures from the past</p>	<p><u>The past</u> Compare and contrast characters from stories including figures from the past. Share texts to show an understanding of past and present. Fictional and non-fictional characters from a range of cultures. Draw out common themes from stories – bravery, difficult choices and kindness.</p>
<p>UTW People, culture and community (Geography)</p>	<p><u>Location</u> My family and community Where do we live?</p>	<p><u>Location</u> Houses and homes</p>	<p><u>Our local environment</u> Local community Occupations Buildings</p>	<p><u>Our local environment</u> Maps</p>	<p><u>Culture</u> Different cultures, religions and communities</p>	<p><u>Comparing</u> Comparing life in the UK and life in different countries</p>
<p>UTW People, culture and community (Religious Education)</p>	<p>Special people</p>	<p>Hindu Diwali Christianity Christmas</p>	<p>Chinese New Year</p>	<p>Christianity Easter</p>	<p>Islam Eid</p>	<p>Special places</p>
<p>EAD Creating with materials (Art)</p>	<p><u>Printmaking</u> Use different objects to create prints using minibeast colours and patterns. Artist study: Sharmon Davidson</p>	<p><u>Collage</u> Create a seasons collage. Artist study: Eloise Renouf</p>	<p><u>Painting</u> Explore colour and colour mixing. Look at different textures - painting on different materials. Artist study: Wassily Kandinsky</p>	<p><u>Sculpture</u> Children to use clay and a range of materials. Artist study: Michelle Reader</p>	<p><u>Drawing</u> Observational drawings Artist study: Becky Roesler</p>	<p><u>Textile</u> Weaving with different natural materials. Artist study: Sheila Hicks</p>

<p>EAD Creating with materials (DT)</p>	<p>Joining techniques Problem solving Thinking about and discussing what they want to make.</p>		<p>Problem solving Healthy foods/likes and dislikes Thinking about and discussing what they want to make Construction</p>		<p>Handling tools and choosing relevant materials Problem solving Looking at existing products to generate inspiration and conversation about design and designers Team work to create ideas</p>	
<p>EAD Being imaginative (Music charanga)</p>	<p>Me!</p>	<p>My stories</p>	<p>Everyone!</p>	<p>Our world</p>	<p>Big Bear funk</p>	<p>Reflect, Rewind and Replay</p>
<p>PD Gross and fine motor (Real PE/Games)</p>	<p>Unit 1 - personal skills Unit 2 - social skills</p> <p>Fundamental movement skills</p> <p>Coordination – footwork</p> <p>Dynamic balance to agility - jumping and landing Static balance – one leg Static balance – seated</p>	<p>Val Sabin – Dance</p>	<p>Unit 3 - cognitive skills Unit 4 - creative skills</p> <p>Fundamental movement skills</p> <p>Coordination – balls skills</p> <p>Dynamic balance – on a line Static balance – stance Counterbalance – with a partner</p>	<p>Val Sabin – gymnastics</p>	<p>Unit 5 - applying physical skills Unit 6 - Health and fitness</p> <p>Fundamental movement skills</p> <p>Coordination – sending and receiving</p> <p>Agility – reaction/response, ball chasing</p> <p>Static balance – floor work</p>	<p>Val Sabin – games</p>
<p>PSED</p>	<p>Starting school Classroom rules Getting to know each other Emotions when starting something new Self-regulation</p> <p>All About Me Who am I? What do I look like? What do I like and dislike?</p>	<p>Feelings and emotions Self-regulation and function Why do we get angry sometimes? What different feelings do we have? How do we show and express different feelings?</p> <p>Anti-Bullying Week What makes a good friend? How can we be a good friend?</p>	<p>Families Who is in my family? Different family groups</p> <p>Esafety How do we stay safe online?</p>	<p>Every Body is Different How are we different? Listening to and respecting other people’s views What hobbies do we have? Link to emotions we feel at different times.</p>	<p>Healthy Eating and Staying Safe Personal hygiene Stranger danger Road safety Dental hygiene</p>	<p>What have I Achieved? Personal goals Emotions and feelings Value achievements and talents</p>

	How do I stay healthy? Introduce dental hygiene with dentist visit.					
Communication and language	<p><u>Life skills</u> To introduce snack time fruit and become independent opening packets, peeling bananas/oranges.</p> <p>Introduce routines around food – washing hands first, sitting down, putting rubbish away in the bin.</p>	<p><u>Life skills</u> Make a cracker with a choice of topping for snack.</p> <p>To develop the skill of spreading.</p> <p><u>Baking</u> To make a Christmas cupcake.</p>	<p><u>Life skills</u> To make a piece of toast with a choice of topping for snack.</p> <p>To develop the skill of spreading</p>	<p><u>Life skills</u> To make a sandwich with a choice of spread filling for snack.</p> <p>To develop the skill of spreading.</p> <p><u>Baking</u> To make an Easter biscuit.</p>	<p><u>Life skills</u> To grow a sandwich filling e.g. cress / tomatoes. Make a sandwich with a choice of filling for snack and cut it in half. A group, from each class. to write a list and go to buy what's needed from the local shop.</p> <p>To develop the skill of cutting.</p>	<p><u>Life skills</u> To prepare and cut up a sandwich filling e.g. cheese, banana. To make a sandwich and cut it in half. A group, from each class. to write a list and go to buy what's needed from the local shop.</p> <p>To develop the skill of cutting.</p> <p><u>Baking</u> To bake a bread roll for a sandwich.</p>
Computing (Barefoot)	<p>Busy Bodies</p> <p>Algorithms</p> <p>Decomposition</p> <p>Debugging</p> <p>Logic</p> <p>Patterns</p> <p>Abstraction</p>	<p>Awesome Autumn</p> <p>Creating</p> <p>Pattern</p> <p>Logic</p> <p>Algorithms</p> <p>Decomposition</p> <p>Collaborating</p>	<p>Winter Warmers</p> <p>Algorithms</p> <p>Creating</p> <p>Collaboration</p> <p>Decomposition</p> <p>Tinkering</p> <p>Persevering</p>	<p>Spring Time</p> <p>Abstraction</p> <p>Tinkering</p> <p>Creating</p> <p>Collaborating</p> <p>Algorithms</p> <p>Persevering</p> <p>Decomposition</p>	<p>Summer Fun</p> <p>Tinkering</p> <p>Persevering</p> <p>Patterns</p> <p>Logic</p> <p>Decomposition</p> <p>Debugging</p> <p>Collaborating</p> <p>Algorithms</p>	<p>Boats Ahoy</p> <p>Algorithms</p> <p>Decomposition</p> <p>Creating</p> <p>Tinkering</p> <p>Logic</p> <p>Patterns</p> <p>Abstraction</p> <p>Collaborating</p>

MFL (Primary Language Network)	Listening and joining in.	Counting and signing	Celebrations	Rainbows and Easter	Families and rhymes	Join in with stories and performance
Commando Joe	If you're happy and you know it – Self awareness	Twinkle twinkle little star – Excellence	Jack and Jill - Empathy	Three Blind Mice – Communication Row row row our boat – Teamwork If you're happy and you know it – Self awareness	Incy wincy spider – Resilience Twinkle twinkle little star – Excellence	Humpty dumpty – Positivity Jack and Jill - Empathy