

**EYFS Curriculum Overview 2021/2022**

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| **Year group:**  **EYFS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | * **Sorting into groups** * **Matching** * **Comparing amounts** * **Compare size, mass and capacity** * **Exploring pattern** | * **Representing, comparing and composition of numbers 1 2 3** * **One more and one less** * **Positional language** * **2D shapes** * **Representing numbers 1-5** * **Time - my day** | * **Introduce zero** * **Comparing numbers to 5** * **Composition of 4 and 5** * **Compare mass** * **Compare capacity** * **Making pairs** | * **Combining two groups** * **Numbers 6-10** * **Length, height and time** * **Comparing numbers to 10** * **Number bonds to 10** * **Pattern** | * **Building numbers beyond 10** * **Counting patterns** * **Adding more** * **Taking away** * **Spatial reasoning** | * **Doubling** * **Sharing and grouping** * **Even and odd** * **Patterns and relationships** * **Spatial reasoning** |
| **English texts** | **Hello, Friend!Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-07 at 20.03.48.png** | **A picture containing text  Description automatically generated**[Image result for dinosaurs love underpants](https://www.bing.com/images/search?view=detailV2&ccid=77l/sWA/&id=745001C9269A7388A4B501FB1D865621AC13A9A5&thid=OIP.77l_sWA_RozwCKHfC6hwugHaIG&mediaurl=http://media-cache-ak0.pinimg.com/736x/20/ca/f3/20caf3b0cb562e5d1c857af05c4a1bfc.jpg&exph=658&expw=601&q=dinosaurs+love+underpants&simid=608016090757008662&selectedIndex=2) | **See the source image** | **A picture containing background pattern  Description automatically generatedSee the source image** | **A picture containing calendar  Description automatically generated**Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-07 at 20.06.10.png | See the source image |
| **Class Author Study** | **Jill Murphy** | | **Mick Inkpen** | **Marcus Pfister** | **Eric Carle** | **David McKee** |
| **Poetry Focus** | **Nursery rhymes and songs** | | **Short rhyming poems** | | **Pathways poetry unit** | |
| **Role Play** | **Cafe**  **Home area**  **Shop** | **Post office**  **Vets**  **Potions** | **Doctors**  **Police**  **Fire station** | **Shop**  **Vets** | **Ice cream parlour**  **Shop** | **Ice cream parlour**  **Shop** |
| **Small world** | **Pirates** | **Dinosaurs** | **People who help us** | **Under the Sea animals** | **Minibeasts** | **Minibeasts** |
| **Theme** | **Pirates**  **All about me** | **Dinosaurs**  **Seasons** | **People who help us** | **Journeys** | **Minibeasts** | **Growing** |
| **Celebrations** | **Transition and change**  **Autumn**  **European languages day** | **Winter**  **Bonfire night**  **Harvest festival**  **Diwali**  **Christmas**  **Nativity** | **Spring**  **Chinese New Year** | **Life cycles – chicks**  **Easter**  **Mother’s Day**  **World Book Day** | **Life cycles - butterfly**  **Summer**  **Minibeast ball** | **Transition and change**  **Father’s Day**  **Sports Day**  **Graduation**  **Superhero day** |
| **Educational Visits**  **And Residential** | **Pirate day**  **Autumn walk around school grounds** | **Christmas Theatre**  **Nativity**  **Diwali celebration day - Bollywood dance workshop, food tasting etc** | **Visit from the police, firemen etc**  **Chinese New Year celebration day - own clothes, food tasting etc** | **Chicks - hatching eggs**  **Trip out to museum**  **Spring walk** | **Butterflies - life cycles**  **Creepy Crawly Show visit** | **Transition week**  **Graduation** |
| **Science** | **The human body**  Naming parts of the body.  Look at the 5 senses.  How do we grow? | **Seasonal changes**  Investigating the seasons and the changes in the weather. Why are there so many leaves on the ground?  **Classification**  Dinosaur investigation – herbivore, carnivore, omnivore. | **Everyday materials**  Investigating materials – Naming and sorting everyday materials. Why didn't the brick house blow down in the Three Little Pigs? Why couldn’t the gingerbread man swim? | **Life cycles and change**  Life cycle of a hen. Investigating and observing the eggs and the stages of growth.  Similarities and differences of living things.  **The Ocean**  Floating and sinking.  Impact of plastic in our oceans. | **Life cycles and change**  Life cycle of a butterfly  Investigating and observing the eggs and the stages of growth.  Similarities and differences of minibeasts, habitats etc. | **Plants**  Growing - What do plants need to grow? Life cycle of a bean. What happens if plants don’t have sunlight? |
| **Ongoing Science all Year** | How do the seasons impact on what we do?  Observe changes across the four seasons  Observe and describe weather associated with the seasons and changes to length of the days.  Ask simple questions and recognise that they can be answered in different ways; Observe carefully, using simple equipment; Identifying and classifying.  Using their observations and ideas to suggest answers to their questions; Gathering and recording data to help in answering questions. | | | | | |
| **History** | **Babies and childhood**  **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**  **Families**  **Talk about members of their immediate family and community** | **Toys from different cultures and times.** | **Families**  **Name and describe people who are familiar to them. Talk about people the children may come across with in their community – fire brigade, doctors etc.**  **Looking at old emergency service vehicles. How have they changed? Can you guess the emergency service?** | **Comment on the images of familiar situations in the past-present children with pictures, stories, artefacts from the past, explaining similarities and differences. Children to recognise things happened before they were born.** | **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.** |  |
| **Geography** | **Where do we live?** | **Houses and homes**  **Compare with other countries** | **Our local area, community and buildings** | **Maps** | **Different cultures and communities** | **Comparing different environments** |
| **Art** | **Drawing**  **Observational drawings** | **Collage**  **Create a seasons collage.** | **Painting**  **Explore colour and colour mixing.**  **Look at different textures - painting on different materials.** | **Sculpture**  **Children to use clay and a range of materials to create under the sea animals.** | **Printing**    **Use different objects to create prints using minibeast colours and patterns.** | **Textile**  **Weaving with different natural materials.** |
| **MFL**  **(Primary Language Network)** | **Listening and joining in.** | **Counting and signing** | **Celebrations** | **Rainbows and Easter** | **Families and rhymes** | **Join in with stories and performance** |
| **Music**  **(charanga)** | **Me!** | **My stories** | **Everyone!** | **Our world** | **Big Bear funk** | **Reflect, Rewind and Replay** |
| **PE**  **(Real PE/Games)** | **Unit 1 - personal skills**  **Games** | **Unit 2 - social skills**  **Games** | **Unit 3 - cognitive skills**  **Games** | **Unit 4 - creative skills**  **Games** | **Unit 5 - applying physical skills**  **Games** | **Unit 6 - Health and fitness**  **Games** |
| **Computing** | *By the end of the Foundation Stage most children will:*   * *Show an interest in ICT* * *Know how to operate simple equipment* * *Complete a simple program on the computer and / or perform simple functions on ICT equipment* * *Find out about and identify the uses of everyday technology and use information and communication toys to support their learning.* | | | | | |
| **Religious Education**  **(Scheme)** | Christianity | Islam | Hinduism | Christianity | Islam | Hinduism |
| **PHSCE** | **All About Me**  Starting school  Classroom rules  Getting to know each other  **History link – share information about their families, ask questions and make comments.** | **Friendship & Relationships**  Anti-Bullying Week  What makes a good friend? | **Families**  Who is in my family  Different family groups | **Every Body is Different**  How are we different?  Listening to and respecting other people’s views  What hobbies do we have?  **History link – fictional and non-fictional characters from a range of cultures. Draw out common themes from stories – bravery, difficult choices and kindness.** | **Healthy Eating and Staying Safe**  Personal hygiene  Stranger danger  Road safety | **What have I Achieved?**  Personal goals  Emotions and feelings  Value achievements and talents |
| **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** | **Incy wincy spider – Resilience** | **Humpty dumpty – Positivity** |