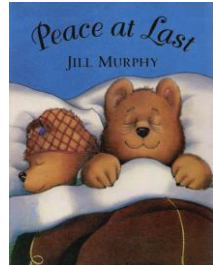
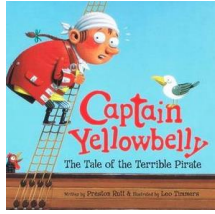


EYFS Curriculum Overview 2022/2023

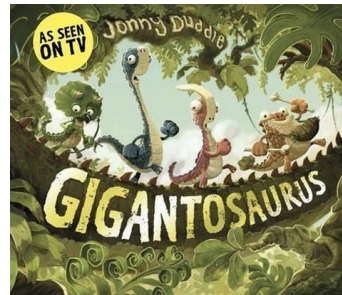
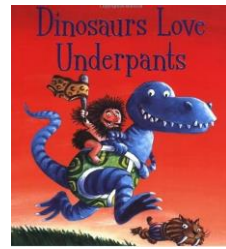
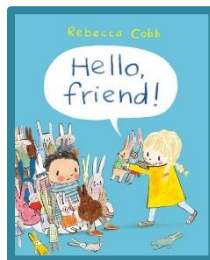


Year group: EYFS	Autumn 1 6 weeks	Autumn 2 7 weeks 3 days	Spring 1 5 weeks 2 days	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Maths	<ul style="list-style-type: none"> • Sorting into groups • Matching • Comparing amounts • Compare size, mass and capacity • Exploring pattern • Representing, comparing and composition of numbers 1 2 3 • One more and one less • Positional language • 2D shapes • Representing numbers 1-5 	<ul style="list-style-type: none"> • Time - my day • Introduce zero • Comparing numbers to 5 • Composition of 4 and 5 • Compare mass • Compare capacity • Number 6 7 8 • Consolidation 	<ul style="list-style-type: none"> • Making pairs • 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

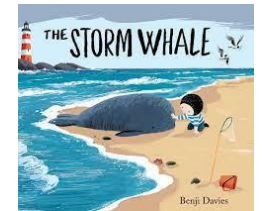
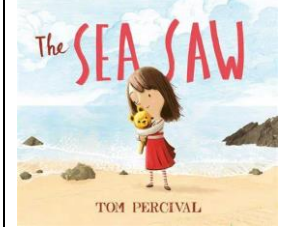
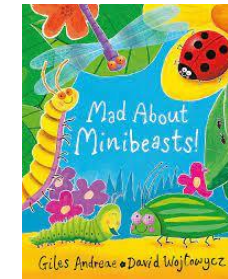
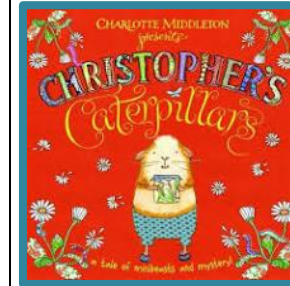
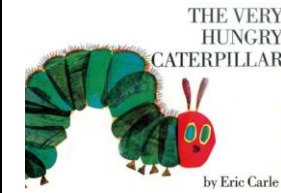
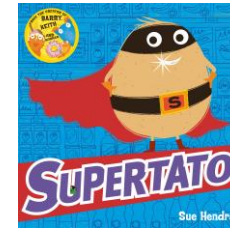
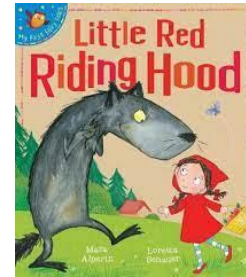
Literacy texts



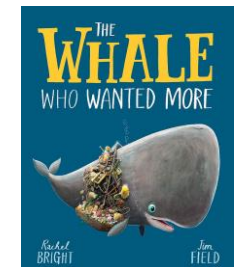
Additional texts



Additional texts



Additional texts



Non fiction						
Learning focus for writing	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly	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	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	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	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	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
Class Author Study	Jill Murphy On the way home The last noo noo Just one of those days Peace at last Whatever next 5 minutes peace	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	Marcus Pfister Merry Christmas Rainbow fish Rainbow fish Rainbow fish finds his way You can't win them all rainbow fish Leo's monster	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	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	

		Kippers birthday Jaspers Beanstalk		The bad tempered ladybird The nonsense show The very busy spider From head to toe	
Poetry Focus	Nursery rhymes and songs		Short rhyming poems		Pathways poetry unit
Role Play	Home corner	Home corner	Home corner	Home corner	Home corner
Small world	Pirates	Dinosaurs	People who help us	Superheros	Minibeasts
Theme	Pirates All about me	Dinosaurs Seasons	People who help us	Journeys	Minibeasts
Celebrations	Transition and change Autumn European languages day	Winter Bonfire night Harvest festival Diwali Christmas Nativity	Spring Chinese New Year Holi festival of colours	Life cycles – chicks Easter Mother's Day World Book Day	Life cycles – butterfly Summer Eid
Educational Visits Experience days	Pirate day Autumn walk around school grounds Visit from the dentist	Nativity Diwali celebration day - Bollywood dance, food tasting etc Panto trip	Visit from the police, firemen etc Chinese New Year celebration day - own clothes, food tasting, Chinese dance workshop	Chicks - hatching eggs Trip to museum	Butterflies - life cycles Transition week Farm trip/beach trip Graduation

<p>UTW The world (science)</p>	<p><u>The human body</u> Naming parts of the body. Look at the 5 senses. How do we grow?</p>	<p><u>Seasonal changes</u> Investigating the seasons and the changes in the weather. Why are there so many leaves on the ground?</p> <p><u>Classification</u> Dinosaur investigation – herbivore, carnivore, omnivore.</p>	<p><u>Everyday materials</u> 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?</p>	<p><u>Life cycles and change</u> Life cycle of a hen. Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of living things.</p> <p><u>The Ocean</u> Floating and sinking. Impact of plastic in our oceans.</p>	<p><u>Life cycles and change</u> Life cycle of a butterfly Investigating and observing the eggs and the stages of growth.</p> <p>Similarities and differences of minibeasts, habitats etc.</p>	<p><u>Plants</u> Growing - What do plants need to grow? Life cycle of a bean. What happens if plants don't have sunlight?</p>
<p>UTW Past and present (History)</p>	<p><u>Own life story and family history</u> 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>Families</u> Talk about members of their immediate family and community</p>	<p><u>Dinosaurs</u> What happened to dinosaurs? Where did they live? How long ago?</p>	<p><u>The past</u> Looking at old emergency service vehicles. How have they changed? Can you guess the emergency service?</p>	<p><u>The past</u> Toys from different cultures and times</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>Where do we live?</p>	<p>Houses and homes</p>	<p>Our local area, community and buildings</p>	<p>Maps</p>	<p>Different cultures and communities</p>	<p>Comparing different environments</p>
<p>EAD Creating with materials (Art/DT)</p>	<p>Printing Use different objects to create prints using minibeast colours and patterns.</p>	<p>Collage Create a seasons collage.</p>	<p>Painting Explore colour and colour mixing.</p>	<p>Sculpture Children to use clay and a range of materials to create under the sea animals.</p>	<p>Drawing Observational drawings</p>	<p>Textile Weaving with different natural materials.</p>

			Look at different textures - painting on different 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
EAD Being imaginative (Music charanga)	Me!	My stories	Everyone!	Our world	Big Bear funk	Reflect, Rewind and Replay
PD Gross and fine motor (Real PE/Games)	Unit 1 - personal skills Fundamental movement skills Coordination – footwork Static balance – one leg	Unit 2 - social skills Fundamental movement skills Dynamic balance to agility - jumping and landing Static balance – seated	Unit 3 - cognitive skills Fundamental movement skills Dynamic balance – on a line Static balance - stance	Unit 4 - creative skills Fundamental movement skills Coordination – balls skills Counter balance – with a partner	Unit 5 - applying physical skills Fundamental movement skills Coordination – sending and receiving Agility – reaction/response	Unit 6 - Health and fitness Fundamental movement skills Agility – ball chasing Static balance – floor work
Computing	By the end of the Foundation Stage most children will: <ul style="list-style-type: none"> • 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. • Esafety – how to stay safe online 					
UTW People, culture and community (Religious Education)	Special people	Hindu Diwali Christianity Christmas	Chinese New Year	Christianity Easter	Islam Eid	Special people
PSED	Starting school Classroom rules	Feelings and emotions Self-regulation and function	Families Who is in my family?	Every Body is Different How are we different?	Healthy Eating and Staying Safe	What have I Achieved? Personal goals

Communication and language	<p>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? How do I stay healthy? Introduce dental hygiene with dentist visit.</p>	<p>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>Different family groups</p> <p>Esafety How do we stay safe online?</p>	<p>Listening to and respecting other people's views What hobbies do we have? Link to emotions we feel at different times.</p>	<p>Personal hygiene Stranger danger Road safety Dental hygiene</p>	<p>Emotions and feelings Value achievements and talents</p>
Commando Joe	<p>If you're happy and you know it – Self awareness</p>	<p>Twinkle twinkle little star – Excellence</p>	<p>Jack and Jill - Empathy</p>	<p>Three Blind Mice – Communication Row row row our boat – Teamwork</p> <p>If you're happy and you know it – Self awareness</p>	<p>Incy wincy spider – Resilience</p> <p>Twinkle twinkle little star – Excellence</p>	<p>Humpty dumpty – Positivity</p> <p>Jack and Jill - Empathy</p>