



EARLY YEARS

CURRICULUM OVERVIEW

Kenilworth Primary School

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts and themes for EYFS F2 (Can be used for all areas of learning)		Ourselves My Brother Our House Once there were Giants Titch Supertato	Festivals and Celebrations Rama and Sita Stick Man Nativity Story	Our Community But Excuse me that is my book Charlie Cooks Favourite Book Chinese New Year	Growing Nursery- A Seed in Need Jasper's Beanstalk Owl Babies Reception – A Seed in Need Jack and the Beanstalk Monkey Puzzle The Ugly Duckling Easter N&R- The Easter Story	Chicks (1 week) Nursery- Where's my egg? Reception- Rosie's Walk Recycling A Planet Full of Plastic The Adventures of a Plastic Bottle Somebody Swallowed Stanley	All Creatures Great and Small Spinderella The Hungry Caterpillar What the Ladybird Heard Snail and the Whale Superworm The Bad tempered Ladybird

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths</p> <p>You may see Maths through...</p>	<p>Mathematics EYFS: Number</p> <p>Mathematics EYFS: Shape, Space and Measure</p>	<p>Numbers we know e.g. ages</p> <p>Counting to 10</p> <p>Counting sets of objects with 1:1 correspondence - e.g. Body parts counting, buttons etc</p> <p>Songs with numbers e.g. 1,2,3,4,5 once I caught a fish alive</p> <p>Recognising numbers to 10 (CIL opportunities)</p> <p>Ordering numbers to 10</p> <p>1 more – beginning to understand that counting is one more</p> <p>Beginning to find the total of 2 sets by counting all of the objects.</p> <p>2d shape pictures and naming common 2d shapes such as triangle, square, circle</p> <p>Sorting and sharing a group e.g. sorting by colour or size</p> <p>Using ordinal numbers in play e.g. racing “I’m first!”</p>	<p>Counting and recognising numbers to 15 e.g. dot to dots, Advent calendar, missing number sequences</p> <p>Counting actions and objects e.g. claps, jumps</p> <p>Candles on a playdough cake</p> <p>1 more than a given number</p> <p>Ordinal numbers – using 1st, 2nd, 3rd in play</p> <p>Beginning to estimate.</p> <p>Exploring and naming 3D shapes - constructing with and recognising in the environment.</p> <p>Positional language – using in play and following instructions.</p> <p>Patterns – Rangoli, Xmas repeat patterns</p> <p>Time – calendars, birthday months</p>	<p>Numbers we know</p> <p>Counting to 20</p> <p>Numerals to 20</p> <p>Counting actions to 20</p> <p>Finds 1 more and 1 less than an amount to 10 – e.g. sweets in a jar</p> <p>Numbers to 20 – ‘estimating’ and ordering numbers to 20</p> <p>Language of Time</p> <p>Sequencing familiar events – daily routines</p> <p>Weight – Heavy , light, things that are heavy and light, ordering</p> <p>Capacity – language of full, empty, ordering</p>	<p>Adding total in 2 groups</p> <p>Introducing + = symbols</p> <p>Sharing and halving amounts to 10</p> <p>Numbers to 20 – ‘estimating, counting’ and ordering numbers to 20</p> <p>Spotograms and data handling</p> <p>Repeating patterns</p> <p>Money</p> <p>Length and height</p>	<p>Finding 1 more and 1 less than amounts and numbers to 20</p> <p>Subtracting from a single digit number – using objects</p> <p>Doubling amounts</p> <p>Sharing an amount into equal groups</p> <p>Adding and subtracting by counting on or back</p> <p>Distance and ordinal numbers</p>	<p>Counting beyond 20</p> <p>Ordering beyond 20</p> <p>Adding and subtracting by counting on or back</p> <p>Repeating patterns</p> <p>2d and 3D shapes, corners edges, faces</p> <p>Weight – heaviest, lightest</p>

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Weighing – presents, ingredients Adding two groups – combining totals on dice etc				

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Maths EYFS Links	<p>Maths - Numbers <i>30-50 months</i></p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p><i>40-60 months</i></p> <ul style="list-style-type: none"> • Recognises some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests <p>ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>				<p>Maths - Shape, space and measure <i>30-50 months</i></p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p><i>40-60 months</i></p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p>ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>			

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> <p>You may see English through...</p>	<p>Literacy EYFS: Reading</p> <p>Literacy EYFS: Writing</p> <p>Communication and Language EYFS: Speaking</p> <p>Physical Development EYFS: Moving and Handling</p>	<p>Introduction of phase 2 phonemes and graphemes.</p> <p>Drawing stick people, homes (practising lines and circles).</p> <p>Orally describing family, friends, toys, pets, pictures – using adjectives.</p> <p>Oral sentences about a favourite thing.</p> <p>Sound talking names and objects</p> <p>Exploring meaning of known vocabulary e.g. aunty, brother</p> <p>I-spy for orally segmented words – can they hear the blend?</p> <p>Story sacks – retelling stories</p> <p>Initial sound or CVC word picture match</p> <p>Name writing</p> <p>Recognising Phase 2 Tricky words</p> <p>Predicting what might happen in stories.</p>	<p>Introduction of phase 3 phonemes and graphemes (including digraphs)</p> <p>Recognising Phase 3 Tricky words</p> <p>Writing Phase 2 and 3 Tricky words.</p> <p>Comprehension of stories – answering questions about Guy Fawkes, the Nativity etc.</p> <p>Onomatopoeia – exploring sound words for fireworks</p> <p>Labels for pictures they have drawn</p> <p>Beginning to write simple phonetically plausible sentences (usually without finger spaces at this point).</p> <p>Exploring meaning of new vocabulary.</p> <p>Using other words than 'said'. What does the author use instead?</p> <p>Retelling stories – role play, story</p>	<p>Phase 3 phonemes and graphemes consolidating.</p> <p>Writing CVC words and CCVC words phonetically.</p> <p>Writing labels and captions.</p> <p>Writing sentences using phonic knowledge and with and capital letter, finger spaces and full stop.</p> <p>Using adjectives orally and in written sentences to expand them.</p> <p>Describing a hidden object using adjectives for someone to guess.</p> <p>Orally recounting events in detail using time connectives.</p> <p>Exploring the differences and similarities between fiction and non-fiction books.</p> <p>Alphabet – naming letters and ordering</p>	<p>Phase 4 Phonics</p> <p>Reading and writing Phase 4 Tricky words</p> <p>Reading high frequency words</p> <p>Writing CVC, CCVC words</p> <p>Writing polysyllabic words phonetically</p> <p>Writing sentences with capital letters, finger spaces and full stops. E.g. bean diaries</p> <p>Letters should be neatly formed and recognisable</p> <p>Hot seating characters from books</p> <p>Creating new versions of stories or orally extending the story to what might happen next.</p> <p>Creating new versions of stories or orally extending the story to what might happen next.</p> <p>Using non-fiction books to find information about plants</p> <p>Reading instructions e.g. instructions left</p>	<p>Phase 4 Phonics (confident applying Phase 2 and 3).</p> <p>Reading and writing Phase 2, 3 and 4 Tricky words</p> <p>Mostly chooses the correct phoneme when faced with multiple options e.g. l or igh</p> <p>Reading and writing high frequency words</p> <p>Writing CVC, CCVC words using phonic knowledge</p> <p>Writing polysyllabic words phonetically</p> <p>Writing sentences with capital letters, finger spaces and full stops. Can read it back and check if it makes sense.</p> <p>Letters are neatly formed and recognisable</p> <p>Hot seating characters from books</p> <p>Creating new versions of stories or orally extending the story to what might happen next.</p> <p>Using non-fiction books to find information</p> <p>Reading simple instructions e.g. recipe, treasure hunt</p> <p>Uses story language, connectives and adjectives in writing</p> <p>Recognises a variety of punctuation when reading.</p>	

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		<p>Uses pictures as clues when reading stories</p> <p>Beginning to write some recognisable letters</p>	<p>sacks, small world, oral stories</p> <p>Writing for a purpose – Party invites, thank you notes, letters to Santa.</p> <p>Lists – birthday party things, Christmas meal shopping list, ingredients for a cake</p> <p>In books, identifying capital letters, finger spaces, words and full stops. Reading using phonic knowledge.</p>	<p>Writing for a purpose – recounts, labelling pictures, character profiles, shopping lists, book making</p> <p>Rhyming strings – orally and written</p> <p>Reading – captions to put on the correct place on a map, to decide if it's true or false, for treasure hunts.</p>	<p>by the Giant in Jack and the Beanstalk</p> <p>Curiosity box (gardening tools) – exploring vocabulary. What is it? What does it do? Introduce the new vocabulary.</p>		

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English EYFS Links	<p>Literacy - Reading 30-50 months</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<p>Literacy - Writing 30-50 months</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>40-60 months</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>ELG</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Communication and Language – Speaking 30 – 50 months</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> <p>40-60 months</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>ELG</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives</p>	<p>Physical Development - Moving and handling 30-50 months</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>40-60 months</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG</p> <p>They handle equipment and tools effectively, including pencils for writing</p>			

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>			and explanations by connecting ideas or events.			

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<p>Science</p> <p>You may see science through...</p>	<p>-Understanding the world EYFS: the world</p> <p>Physical Development: Health and Self care</p> <p>Expressive Arts and Design: Exploring and Using Media and Materials</p>	<p>Where I live Comparing myself to when I was a baby and now (growth)</p> <p>Learning about the physical development of our bodies from when we were babies to now.</p> <p>Exploring the different textures of media – natural / found objects and other craft media.</p>	<p>Observing the effects of physical activity on our bodies: Looking at how our breathing changes and feeling our heartbeat.</p>	<p>Changes in the world around us</p> <p>Exploring the world around us and comparing environments: home, school and church, shop</p>	<p>Comparing Spring to Autumn / Winter (patterns and change)</p> <p>Plants: -the needs of a plant for healthy growth. -planting seeds and growing plants -Experimenting with removing the needs of a plant.</p> <p>New life: investigating new animals coming out of hibernation in different environments.</p> <p>Fruit and Vegetables - Tasting different fruits.</p> <p>Experiments –</p> <ul style="list-style-type: none"> • celery/flower experiment • Breathing leaf experiment • Roots experiment <p>Bean diaries</p>	<p>The lifecycle of a chick.</p> <p>How can we help the world when we recycle?</p> <p>How litter affects living things around us.</p>	<p>Minibeasts/insects: Why are insects helpful for our garden?</p> <p>Comparing Summer to the other seasons – temperature, weather, growth.</p> <p>Looking after animals / pets in the hot weather.</p>

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Science EYFS F2		<p><u>Understanding the World: The World</u> 30-50mths</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. <p>40-60mths Look closely at similarities, differences, patterns and change.</p> <p>ELG</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 	<p><u>Physical Development: Health and Self Care</u> 30-50mths</p> <p>Observe the effects of physical activity on their bodies.</p> <p>40-60mths</p> <p>Eat a healthy range of foodstuffs and understand a need for variety in food.</p> <ul style="list-style-type: none"> • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to Good health. <p>ELG</p> <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>				<p><u>Expressive Arts and Design: Exploring using media and materials</u> 30-50mths</p> <ul style="list-style-type: none"> • Begin to be interested in and describe the texture of things.

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History You may see history through...	-Understanding the world EYFS: people and communities, the world	Ourselves and our families – Special experiences that we have had. And family celebrations / traditions.	Ourselves and our families – Special experiences And family celebrations / traditions.	People who help us and our heroes – different occupations and ways of life. Looking back at the changes in the environment around us (seasonal photos) Oral recounts	Changes over time – life cycles – growing seeds, plants.	Life cycle – chicks Past and present events in their own lives and in the lives of family members. Looking back at the changes in the environment around us (old photos)	Changes over time – life cycles: Insects and animals
History EYFS	Understanding the World: People and the communities 30-50mths <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. ELG Talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.			Understanding the World: The World 30-50mths <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. 40-60mths <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. ELG Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.			

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Geography You may see Geography Through...	-Understanding the world EYFS: the world, people and communities	Our local setting: Home and school Looking at different types of homes	Discussing the natural materials found around our local area (acorns, conkers etc)	Looking at Google Earth, globe and UK maps Where is Borehamwood? Comparing the environment of our school and other areas Looking at changes over time in our local area – Similarities and differences. Road Safety Talk - visit	Looking at the areas in which we live and visit: Comparing the natural / found objects.	How can litter affect our local wildlife and nature around us?	Are there any changes in the local environment around you? Why?
Geography EYFS	Understanding the World: People and Communities ELG <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions. 				Understanding the World: The World 30-50mths Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. <ul style="list-style-type: none"> • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the Environment. 40-60mths <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. ELG Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		

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RE/PSHE You may see this through...	PSED: Making Relationships PSED: Self Confidence and Self awareness PSED: Managing feelings and behaviour Physical Development: Health and Self Care UTW: People and Communities.	Becoming an independent learner when selecting resources. Transition to school – settling into school -following school routine -Developing classroom rules. Learning how to play in groups and share resources. Becoming independent with toileting and personal hygiene. Taking Care of our own belongings – coats.	Hand Hygiene – Germs! Celebrations and Traditions from different cultures. Different families / occupations and ways of life. Reviewing classroom rules	Diversity – celebrating each other’s differences. Belonging – talking about groups and clubs we are in How can we help in the community? Our daily routine – Sleeping, hygiene, diet.	Food – why do we need to eat a range of different foods to be healthy?	Our environment – why should we recycle. What responsibility do we have to our earth?	Managing and taking risks. Caring for animals – respecting the lives of living things
EYFS PSHE/RE Links	PSED: Self confidence and self awareness 30-50mths <ul style="list-style-type: none"> • Select and use activities and resources with help. • Welcome and value praise for what they have done. • Enjoy the responsibility of carrying out small tasks. • Be more outgoing towards unfamiliar people and more confident in new social situations. • Be confident talking to other children when playing and communicate freely about own home and community. • Show confidence in asking adults for help. 	PSED: Making Relationships 30-50mths <ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiate play, offering cues to peers to join them. • Keep play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	PSED: Managing feelings and behaviour 30-50mths <ul style="list-style-type: none"> • Be aware of own feelings and know that some actions and words can hurt others’ feelings. • Begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • Adapt behaviour to different events, social situations and changes in routine. 	UTW: People and Communities 30-50mths <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family 	PD: Health and Self care 30-50mths <ul style="list-style-type: none"> • Tell adults when hungry or tired, or when they want to rest or play. • Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • Usually manage washing and drying hands. • Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 		

	<p>40-60mths</p> <ul style="list-style-type: none"> • Be confident to speak to others about own needs, wants, interests and opinions. • Describe self in positive terms and talk about abilities. <p>ELG</p> <ul style="list-style-type: none"> • To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	<p>40-60mths</p> <ul style="list-style-type: none"> • Understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • Be aware of the boundaries set and of behavioural expectations in the setting. • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>ELG</p> <ul style="list-style-type: none"> • Play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. 	<p>40-60mths</p> <ul style="list-style-type: none"> • Explain own knowledge and understanding, and ask appropriate questions of others. • Take steps to resolve conflicts with other children, e.g. finding a compromise. <p>ELG</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 		<p>40-60mths</p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understand a need for variety in food. • Usually be dry and clean during the day. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • Practice some appropriate safety measures without direct supervision. <p>ELG</p> <ul style="list-style-type: none"> • Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
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	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music You may see this through...	EYFS: expressive arts	Nursery rhymes Finding a beat / syllables Group singing Expressing our emotions using instruments	Christmas singing Exploring the sounds of different instruments	Making up our own songs and musical rhythms.	Investigate the sound of a harp – can you create the same sound?	Reviewing music and talking about our likes, dislikes and favourite songs/instruments.	
	Focus Nursery Rhymes or songs	Head, shoulders, knees and toes	Christmas Hymns	5 currant buns House that Jack built	-Here we go round the mulberry bush -Mary Mary Quite Contrary -Hey Diddle Diddle -Little Bo Peep	2 Little Dicky Birds Humpty Dumpty Polly put the kettle on 10 green bottles	Incy wincey spider Ladybird, Ladybird
Skills: -Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs -Improvise leading to playing classroom instruments -Share and perform the learning that has taken place		Skills: -Use voices expressively and creatively -Play tuned and un-tuned instruments -Listen with concentration and understanding to a range of music -Experiment with, create, select and combine sounds		Skills: -Play and perform in solo and ensemble contexts -Improvise and compose music -Listen with attention to detail and recall sounds -Use and understand staff and other musical notations -Appreciate and understand a wide range of high-quality music -Develop an understanding of the history of music			
Music EYFS links	Expressive Arts and Design: Exploring media and materials 30-50mths <ul style="list-style-type: none"> • Sing a few familiar songs. • Imitate movement in response to music. • Tap out simple repeated rhythms. • Explore and learn how sounds can be changed. 40-60mths <ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. ELG <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 			Expressive Arts and Design: Being Imaginative 30-50mths <ul style="list-style-type: none"> • Develop a preference for forms of expression. • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Sing to self and make up simple songs. • Make up rhythms. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths <ul style="list-style-type: none"> • Create simple representations of events, people and objects. ELG <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			

	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art & DT	EYFS: expressive arts and design: -Exploring and using media and material -Being imaginative	Painting self portraits Drawing family members Creating a home out of Duplo or junk	Firework paintings using lettuce spinner and/or syringes Creating Christmas decorations Christmas Cards	Making maps Painting rocks with positive messages to leave in the community Book making	Observational chalk drawings of a plant Make a harp Sponge painting a castle	Junk modelling Bottle crafts Shrinky dinks (using recyclable plastic)	Minibeast homes Pattern study of animal print
EYFS links for Art and D&T	Exploring and Using Media and Materials 30-50 months <ul style="list-style-type: none"> Explores colour and how colours can be changed Understand that they can use lines to enclose a space, and then begin to use these spaces to represent objects Beginning to be interested in, and describe the texture of things Uses various construction materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Joins construction pieces together to build and balance Realises tools can be used for a purpose 40 – 60 months <ul style="list-style-type: none"> Explores what happens when they mix colours Experiments to create different textures Understands that different media can be combined to create new effects Manipulates materials to achieve a planned effect Constructs with a purpose in mind, using a variety of resources Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using ELG Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function			Being Imaginative 30-50 months <ul style="list-style-type: none"> Notices what adults do, imitating what is observed then doing it spontaneously when the adult is not there Uses available resources to create props to support role play Captures experiences and responses with a range of media including paint and other materials 40-60 months <ul style="list-style-type: none"> Creates simple representations of events, people and objects Chooses particular colours to use for a purpose ELG Children use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.			
				Physical Development: Moving and Handling 30-50mths <ul style="list-style-type: none"> Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. 40-60mths <ul style="list-style-type: none"> Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. ELG <ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. 			
				Physical Development: Health and Self Care 30-50mths <ul style="list-style-type: none"> Understand that equipment and tools have to be used safely. 40-60mths <ul style="list-style-type: none"> Show understanding of the need for safety when tackling new challenges and consider and manage some risks. Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision. 			

	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing You may see this through...	Understanding the world EYFS: technology	Operating simple equipment: -Cd player -Listening station Taking pictures of themselves on the ipad to use for a mini me	Using ipads to take photos and record video. Using IWB to interact with online games	Using teacher laptop to use mouse and keyboard whilst navigating the IWB. Looking at the range of technology we have at school and at home (and studying their uses).	Choosing technology to use for a specific purpose. Typing using laptops and ipads		
EYFS Technology Links	<p>30-50 months</p> <ul style="list-style-type: none"> Knows how to operate simple equipment Shows an interest in technological toys with knobs or pulleys, or real objects Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Knows that information can be retrieved from computers <p>40-60 months</p> <ul style="list-style-type: none"> Completes a simple program on a computer Interacts with age-appropriate computer software <p>ELG</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 						

	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE You may see this through..	EYFS: Physical -Moving and handling	Spatial Awareness Circle and team games e.g. Duck, Duck, Goose Body awareness – how activity has an effect on body	Dance – Cultural dances	Digging beds and using tools to plant outside Dentist, school nurse and optician visit		<ul style="list-style-type: none"> Ball games / team games Team relay games Sports Day Practice Initial PE lessons with Mrs Moore	
		Continuous provision throughout the year – Trim trail outside, bikes, scooters, bats and balls, large construction materials, stairs to the treehouse, tunnels, jumping off the tree stump, rolling down the hill, hopscotch, obstacles					
EYFS	Moving and Handling 30-50months <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Mounts stairs, steps or climbing equipment using alternate feet Walks downstairs, two feet to each step while carrying a small object Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can stand momentarily on one foot when shown Can catch a large ball 40-60 months <ul style="list-style-type: none"> Experiments with different ways of moving Jumps off an object and lands appropriately Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it ELG Children show good coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.			Health and Self Care 30-50 months Observes the effects of activity on their body Understands that equipment and tools have to be used safely 40-60 months Shows understanding for the need of safety when tackling new challenges and considers and manages some risk Shows understanding of how to transport and store equipment safely ELG Children know the importance for good health and physical exercise, and a healthy diet and talk about the ways to keep healthy and safe.			
	Expressive Arts and Design: Exploring Media and Materials 30-50mths <ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Begin to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms 			Expressive Arts and Design: Being Imaginative 30-50mths <ul style="list-style-type: none"> Develop preferences for forms of expression. Use movement to express feelings. Create movement in response to music. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths <ul style="list-style-type: none"> Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ELG <ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 			

	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2