



EYFS Curriculum Overview

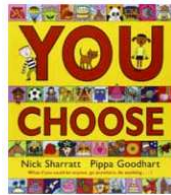
2024-2025

EYFS Curriculum Overview 2023-2024

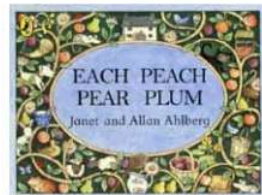
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me Into the Woods	Spiders are not Insects Night Monkey Day Monkey	Our Families People Who Help Us Ocean Commotion	On the Farm Knights, Castles and Dragons and Gowns	Ice, Butterflies and Frogs Down in the Jungle Adventures	On the Move Space
Engage Activity	Visit to Chatsworth Forest/ Autumn Walk House Festival of Light	A mini-beast workshop	Visit from the Police, Nurse and a dentist. Dress Up day- People who help us.	Visit to Bluebells Farm Grow bean plants	Visit a garden centre. A walk around the local area.	A bus journey A train journey
Inspire Day	Autumn Antics: <ul style="list-style-type: none"> ▪ Harvest ▪ Pumpkin carving 	Winter Religious Festivals Day: <ul style="list-style-type: none"> ▪ Diwali ▪ Chanukah ▪ Christmas 	Chinese New Year	World Book Day Spring Religious Festivals Day: <ul style="list-style-type: none"> ▪ Easter ▪ Pesach ▪ Eid al-Fitr 	May Day Festival	Summer Celebration Day <ul style="list-style-type: none"> ▪ Whole School Enterprise Project ▪ Open Day
Forest Schools	Forest School Safety <ul style="list-style-type: none"> ▪ To co-construct safety rules for Forest School area ▪ To explore the area with reference to safe risk taking Structures <ul style="list-style-type: none"> ▪ Identifying shapes in natural objects. ▪ Comparing homes/ habitats for humans /animals. Identifying natural materials. ▪ Constructing structures of different sizes. 	Shelter <ul style="list-style-type: none"> ▪ Identify different animals and insects that use forest school. Identify how they shelter from dangers ▪ Explore waterproof materials ▪ Construct a shelter for yourself and for animals 	Warmth <ul style="list-style-type: none"> ▪ How to stay warm in cold weather ▪ Identify changes seen during winter. ▪ Identify how animals stay warm ▪ Explore materials for insulation and warmth 	Plants <ul style="list-style-type: none"> ▪ Identify how plants grow ▪ Prepare vegetable beds ▪ Sow seeds ▪ Maintain veg beds 	Materials <ul style="list-style-type: none"> ▪ Identify different materials around forest school. ▪ Explore uses for different materials. Tools <ul style="list-style-type: none"> ▪ Draw safety rules for tool use. ▪ Identify uses for each tool ▪ Explore using different tools safely ▪ Construct a carved model/tool 	Food <ul style="list-style-type: none"> ▪ Identify sources of food ▪ Harvest and identify foods from veg beds ▪ Observational drawing of foods ▪ Cook and eat foods harvested

Key texts

You Choose *Pippa Goodhart and Nick Sharratt*



Each Peach Pear Plum *Allan and Janet Ahlberg*

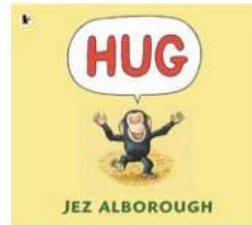


Brown Bear Brown Bear What Did you See? *Bill Martin Jr. Eric Carle*



Polar Bear Polar Bear What Did you Hear? *Bill Martin Jr. Eric Carle*

Hug *Jez Alborough*



Come On Daisy *Jane Simmons*



Jasper's Beanstalk *Nick Butterworth*



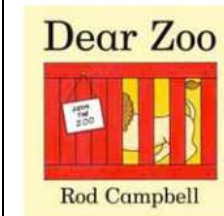
Hairy Maclary from Donaldson's Dairy *Lynley Dodd*



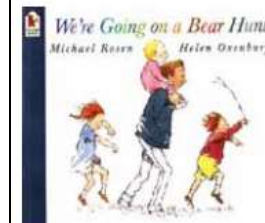
The Hungry Caterpillar *Eric Carle*



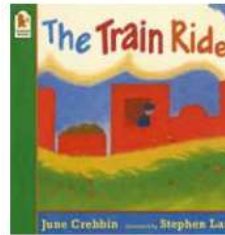
Dear Zoo *Rod Campbell*



We're Going on a Bear Hunt *Michael Rosen*



The Train Ride *June Crebbin*



<p>Supplementary texts</p>	<p>So Much Super duper You Percy the Park Keeper Goldilocks and The Three Bears</p>	<p>The Bad tempered Ladybird Superworm Ahh Spider Night Monkey Day Monkey Can't You Sleep Little Bear How to Catch a Star</p>	<p>Five Minutes Peace Peepo Zog and the Flying Doctors Harry and The Robots Rainbow Fish Commotion in the Ocean Lost and Found</p>	<p>Oliver's Milkshake Oliver's Vegetables Jack and the Beanstalk</p>	<p>Growing Frogs The Crunching Munching Caterpillar The Selfish Crocodile Rumble in the Jungle Shark in the Park</p>	<p>Naughty Bus Zoom Rocket Zoom Aliens Love underpants</p>
<p>Read Write Inc</p>	<p>Read Write Inc. is closely matched to the National Curriculum in England 2014.</p>					
<p>Word Reading</p>	<p>Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.</p>					
<p>Comprehension</p>	<ul style="list-style-type: none"> ▪ Develop pleasure in reading. ▪ Daily BSL stories, fiction and nonfiction texts. ▪ Sequence events in stories. ▪ Make inferences and predictions 					
<p>Transcription</p>	<p>Sounds are introduced sequentially in a structured and systematic way:</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p>					

Handwriting	Sit and hold pencil correctly. Begin to form lower case letters in correct direction. Capital letters. 'Digits 0-9.					
Composition	Extended pieces of writing, applying developing phonic knowledge and language comprehension.					
Vocabulary grammar and punctuation	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.					
Read Write Inc-	Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities					
BSL	<ul style="list-style-type: none"> ▪ Nursery vocabulary ▪ Everyday routine ▪ About me ▪ (Exploring deaf identity – 4 weeks) ▪ Emotions 		<ul style="list-style-type: none"> ▪ Friendships and relationships (recognising people around them) ▪ Family ▪ Numbers ▪ Colours 		<ul style="list-style-type: none"> ▪ Simple conversational communication ▪ Greetings ▪ Transport 	
SaLT	Welcome Games Book Circle Games Action Song Principles: <ul style="list-style-type: none"> ▪ Interacting with each other ▪ Making friends ▪ Greetings Language skills: <ul style="list-style-type: none"> ▪ Building vocabulary ▪ Repetitive words in contexts of greeting, 	Crafts (Christmas) Books: Elmer, Spot Craft Activity Action Song Principles: <ul style="list-style-type: none"> ▪ Creative development ▪ Vocabulary building Language skills: <ul style="list-style-type: none"> ▪ Repetitive words in context linked with craft activity 	Blanks Book: Bear hunt Activity related to weekly scene Action Song Principles: <ul style="list-style-type: none"> ▪ Naming ▪ Categorising ▪ Odd one out ▪ Matching Language Skills: <ul style="list-style-type: none"> ▪ Blanks 1/2 ▪ Who, what, where 	Role Play Theme: Teddy Bear's Picnic Book Role play Principles: <ul style="list-style-type: none"> ▪ Imaginative play ▪ Social interaction Language Skills: <ul style="list-style-type: none"> ▪ Play development. 	Following Directions Barrier games Principles: <ul style="list-style-type: none"> ▪ Receptive language ▪ Following directions Language Skills: <ul style="list-style-type: none"> ▪ Key word levels ▪ Prepositions ▪ Descriptors 	Vocabulary Boosters Weekly topic vocabulary Story Flashcards Creative activity Principles: <ul style="list-style-type: none"> ▪ Naming and associating words ▪ Vocabulary

	<p>interacting.</p> <p>Communication skills:</p> <ul style="list-style-type: none"> ▪ Turn-taking ▪ Social interaction ▪ Greetings ▪ 1WL BSL 	<p>Communication skills:</p> <ul style="list-style-type: none"> ▪ Ask, make a choice, decline item as wrong choice 	<ul style="list-style-type: none"> ▪ Following a narrative ▪ Vocabulary stores 	<p>Communication skills:</p> <ul style="list-style-type: none"> ▪ Communicating in the outside world. ▪ Interacting with adults 	<p>Communication Skills:</p> <ul style="list-style-type: none"> ▪ Giving/following instructions 	<p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Ask/respond 'what is it?' <p>Communication Skills:</p> <ul style="list-style-type: none"> ▪ Applying new vocabulary in context
Communication and Language	<ul style="list-style-type: none"> ▪ Daily story time and BSL story time. ▪ Sharing longer stories ▪ Understanding and responding to questions with two parts. ▪ Joining in with songs and rhymes ▪ Using a wider range of vocabulary 	<ul style="list-style-type: none"> ▪ Discuss the things we are playing with, sharing ideas about our play. ▪ Choose a favourite rhyme to join in with. ▪ Retelling longer stories. ▪ Sharing ideas about our favourite stories. 	<ul style="list-style-type: none"> ▪ Using longer sentences to share our ideas. ▪ Share favourite stories. ▪ Sing and join in with a large repertoire of songs ▪ Produce the correct lip patterns for some letter sounds. ▪ Say some letter sounds. ▪ Retelling our events and experiences using past and future tense. 			
Personal Social and Emotional Development	<ul style="list-style-type: none"> ▪ Making new friends ▪ Sharing and taking turns ▪ Exploring the different resources in our classroom. ▪ Thinking about different feelings such as , happy, sad, angry and worried. ▪ Following the rules and routines in our classrooms and around school. ▪ Discuss the importance of keeping healthy including exercise and healthy foods. 	<ul style="list-style-type: none"> ▪ Discussing the things we like and dislike. ▪ Communicating our likes and dislikes to an adult. ▪ Finding out how other people are feeling, looking after our friends if they are upset or need help. 	<ul style="list-style-type: none"> ▪ Invite other friends to join in with our play. ▪ Join in with our friends when they are playing. ▪ Discussing what happens if we have a problem or a 'falling out' with a friend. ▪ Take part in pretend play- imagine we are doctors, train drivers, mum or dad. ▪ Keeping myself healthy, using the toilet independently, healthy food choices and brush my teeth. 			

<p style="text-align: center;">Physical Development</p>	<p>Ball Skills</p> <p>Control and coordination</p> <ul style="list-style-type: none"> ▪ Running in a defined space ▪ Kicking, rolling or throwing – large ball towards a target or into a space, ▪ Dribbling a ball with hands or feet <p>Movement with the ball</p> <ul style="list-style-type: none"> ▪ Kick the large ball, track and retrieve ▪ Throw a large ball underarm or overhead, track and retrieve 	<p>Dance</p> <p>Control and coordination.</p> <ul style="list-style-type: none"> ▪ Move within a defined space ▪ Avoids obstacles ▪ Copies others movements ▪ Makes simple shapes with the body – stretched, curled ▪ Change of speed, walk – run and run - walk <p>Travel</p> <ul style="list-style-type: none"> ▪ On using different body parts Roll Crawl Slide <p>Perform</p> <p>Copy others movement patterns</p>	<p>Trampolining and Gymnastics</p> <p>Locomotion skills</p> <ul style="list-style-type: none"> ▪ Copy and repeat movement patterns ▪ Running ▪ Jumping ▪ Skipping ▪ Hopping ▪ Roll <p>Body shapes</p> <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall <p>Balance</p> <ul style="list-style-type: none"> ▪ On different body parts <p>Control</p> <ul style="list-style-type: none"> ▪ Change of speed – walking to running and running to walking ▪ Travels confidently within a given space ▪ Avoids obstacles 	<p>Athletics</p> <p>Track events</p> <p>Running</p> <ul style="list-style-type: none"> ▪ 25m ▪ Relay – straight line <p>Field events</p> <ul style="list-style-type: none"> ▪ Jumping – over small obstacles ▪ Throwing – using overhead throw
	<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> ▪ More than, fewer than, same ▪ Explore and build with shapes and objects ▪ Explore repeats ▪ Number names ▪ Begin to order number names ▪ I see 1, 2, 3 ▪ Join in with repeats ▪ Explore position and space 	<ul style="list-style-type: none"> ▪ Show me 1, 2, 3 ▪ Move and label 1, 2,3 ▪ Explore position and routes ▪ Explore patterns ▪ Take and Give 1, 2,3 ▪ Match, talk, push and pull ▪ Talk about dots ▪ Compare and sort collections 	<ul style="list-style-type: none"> ▪ Lead on own repeats ▪ Start to puzzle ▪ Making patterns together ▪ Make games and actions ▪ Show me 5 ▪ My own pattern ▪ Stop at 1, 2,3 4,5 ▪ Match sort compare.

<p>Literacy</p>	<ul style="list-style-type: none"> ▪ Joining in with songs and rhymes. ▪ Using different mark making tools, drawing freely. ▪ Sharing books. 	<ul style="list-style-type: none"> ▪ Exploring different types of texts in our play- letters, posters, stories, labels etc. Knowing that print has meaning. ▪ Talking about the different parts of a book, page, front cover, text. Pointing to the words in the book. 	<ul style="list-style-type: none"> ▪ Share ideas about our favourite stories. ▪ Learning new vocabulary. 	<ul style="list-style-type: none"> ▪ Using our developing letter and print knowledge in their writing. ▪ Write for different purposes e.g. writing a letter, list, a card. ▪ Write some letters correctly. ▪ Write our own names. 		
<p>Understanding the World</p>	<ul style="list-style-type: none"> ▪ Looking at my timeline ▪ Sharing ideas about my birthday and other special celebrations ▪ Finding out about the senses. ▪ Discussing how to take care of ourselves ▪ People- My house who lives there- simple map. ▪ Finding out about living things and their habitats – contrasting habitats, plants and trees. 	<ul style="list-style-type: none"> ▪ Finding out about animals, -life cycles and taking care of all creatures ▪ Discussing day and Night routines. ▪ Finding out about nocturnal animals and animals that hibernate. ▪ Investigating torches and shadows ▪ Discuss what happens in the winter. ▪ Different types of houses- The Igloo. 	<ul style="list-style-type: none"> ▪ Talk about our family members and the similarities and differences between families. ▪ Think about different cultures ▪ Learn about people who help us. ▪ The importance of looking after our teeth. ▪ What is electricity? 	<ul style="list-style-type: none"> ▪ Find out about animals and their life cycles , how animals grow and change. ▪ Investigate how to grow plants to eat ▪ Seasonal Changes ▪ Talk about why castles were built ▪ Different types of clothes worn a long time ago. ▪ Investigate 	<ul style="list-style-type: none"> ▪ Observe and talk about changes such as ice melting ▪ Find out about the life cycle of frog and a butterfly ▪ Know that living things change overtime. ▪ Understand that some animals are domesticated some are wild ▪ Discuss what buildings can we see around us. 	<ul style="list-style-type: none"> ▪ Knows and recognises different vehicles and the uses of different vehicles. ▪ Find out about the history of land transport, future transport. ▪ Explore and think about magnets, pushes and pulls.

	<ul style="list-style-type: none"> ▪ Weather and Seasons ▪ Starting to notice what happens during each season. 			<p>materials and the properties of different materials.</p> <ul style="list-style-type: none"> ▪ Explore et and dry puddles 	<ul style="list-style-type: none"> ▪ Recognise and name land features- mountains, rivers, lakes. Oceans, caves, volcanoes. ▪ What adventures can we go on? ▪ Build a den ▪ Draw simple maps 	<ul style="list-style-type: none"> ▪ Discuss how Earth is a special place. Earth is part of the solar system. ▪ Talk about life on a space station.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> ▪ Mark making and drawing- Drawing faces, looking closely at features. Drawing members of our family and people that care for us. Developing a comfortable pencil grip. ▪ Colour- Exploring Autumn colours. How can the colours be changed. ▪ Painting- Painting pictures of our families. Comfortable grip of the paintbrush, applying paint to the paper, selecting different paint colours. ▪ Painting pumpkins- mix yellow and red. ▪ Printing- hand prints. Apple printing. Leaf printing. ▪ Modelling- using found materials to make houses. ▪ Clay- Exploring the clay and tools. <p>Enjoy taking part in pretend play/ role play- Home corner, retelling stories Percy the Park Keeper, You Choose, The Three Little Pigs.</p>	<ul style="list-style-type: none"> ▪ Mark making and drawing- observational drawings- Peepo- what did the baby see? What can we see out of the window? ▪ Colour- Naming colours ▪ Painting- Adding texture to paint ▪ Printing- Fruit and vegetable printing ▪ Textiles/ materials- creating Rainbow fish using different coloured materials and textures. <p>Enjoy taking part in role play- People Who Help Us- Doctors, dentist, nurse Retell stories using story props.</p>	<ul style="list-style-type: none"> ▪ Mark making and drawing- Drawing foods Hungry Caterpillar foods. ▪ Colour- Animal colours and patterns, explore colour mixing. ▪ Painting- Painting pictures of zoo animals ▪ Textiles/ materials- Create feely trays different environments – ‘We’re Going on a Bear Hunt’ ▪ Printing- Butterfly patterns ▪ wheels- making prints, large tyres. ▪ Modelling- Make enclosures for animals. <p>Box modelling- transport, rockets, car, trains. Retelling stories using story props. Engage in role play.</p>			

	<ul style="list-style-type: none">▪ Exploring together the sounds we can make with our body and voice.▪ Responding to music using dance, feeling for vibrations and employing simple sign singing.▪ Explore and try out different percussive instruments thinking about making different sounds.	<ul style="list-style-type: none">▪ Introducing 'bang, shake, and scrape'▪ Introduce Start and stop▪ Introduce the idea of blow and strum▪ Explore instruments that are strummed and blown into, encouraging and instructing students to figure out how to make noises in this way.	<ul style="list-style-type: none">▪ Introduce loud and quiet▪ Explore playing loudly and quietly through group games adding in start and stop.▪ Introduce and explore the concepts and vocabulary of fast and slow.▪ Use movement, copying games and visual aids to demonstrate fast and slow.
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