EYFS Curriculum Overview

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| Key question and concepts | | Discover ‘Me’. Should we try to make everyone happy?                Belonging, friendship, conflict, identity | | Explore ‘The Stars’. What can we see beyond our classroom?    Dreams, Change, Care | | Create ‘Footsteps’. How do our actions affect the great outdoors?          Responsibility, harmony, movement | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Communication & Language | Listening,  Attention and  Understanding  ELG 01 | Children are always practising the skills in C&L. The list below highlights some of the opportunities the children have to development their communication and language.   * Circle time * Storytime * Adult led/child led activities * Through purposeful play * Literacy Read to Write * Shared reading | | | | | |
| Speaking  ELG 02 |
| The  FANTASTIC’s |  | | | | | |
| Focus Nursery rhymes to  support  Understanding the World | Polly put the kettle on | | Jack and Jill | | Rub a dub dub, three men in a tub | |
| Other nursery rhymes to be sent home every week (\*use BBC Rhymes and songs) | | | | | |

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| Personal, social and  emotional development | Self-Regulation  ELG 03 | PSED is also explored through day to day social interactions during child-led and adult-led activities, ability to  follow rules and expectations set in school, response to circle time, mindfulness, peer massage, yoga, using the toilet, changing footwear and putting on their coat. | | | | | |
| Managing Self ELG 04 | Jigsaw unit:  Being me in my world | Jigsaw unit:  Celebrating difference | Jigsaw unit:  Dreams and goals | Jigsaw unit:  Healthy me | Jigsaw unit:  Relationships | Jigsaw unit:  Changing me |
| Building  Relationships ELG 05 |
| Physical development | Gross Motor  Skills  ELG 06 | Fundamental | movement skills | Spatial awareness | Using small equipment | Ball skills | Obstacle courses and races |
|  |  | Indoor/Outdoo Squiggle whil | r environment  e you wiggle |  |  |
| Fine Motor  Skills  ELG 07 |  |  | Squiggle whil Dough  Finger Indoor/Outd | e you wiggle  Disco  Gym oor activities |  |  |
| Literacy | Comprehension ELG 08      Wider reading    Shared reading | Sequence  (VIPERS)     * Sharing a   shell   * When Frank was Four * Stuck * Dogger * Non-fiction animal books | Vocab  (VIPERS)   * Whatever Next * Owl Babies * Can’t you sleep little bear * Non-fiction The Awesome Night Sky | Explain  (VIPERS)   * Window * Supertato * Super worm * The Jolly   Postman   * Non-fiction:   People who help us books | Retrieval  (VIPERS)   * What really happened to LRRH? * There’s no dragon in this story * Revolting rhymes * Jack and the Beanstalk * Non-fiction   Paws and Claws! | Predict  (VIPERS)   * The Snail and the whale * The Rainbow   Fish   * Paper planes * Non fiction: One Tiny Turtle | Infer  (VIPERS)   * The tiny seed * The Magic   Pencil   * The Promise • Non-fiction Ready steady grow! |

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|  | Word Reading ELG 09 |  | | | | | | |
| Writing ELG 10 |  | | | | | | |
| To tell and write a losing story | To tell and write a finding story. | To tell and write a superhero story | To tell and write a traditional tale | To tell and write a friendship story | | To tell and write a transformational story |
| Other genres explored | Recount animal information/inform | Poster to inform and describe | Letter to inform | Instructions to trap an animal | Poem to describe | | Instructions to grow a plant |
| Grammar: word | is, it, in, at, and, the | I, no, go, to | he,she,we | me, be, was, no | my, they, her, all are | | Have, like, some, come, you, were,  little, one, all, do, when, out, what |
| Grammar: sentence | Make labels, captions and lists | | Combining words to make short sentences | | Combining words to make short sentences. Use ‘and’ to join words and clauses. | | |
|  | Grammar: text | Sequencing spoken sentences to form  short narratives orally. To use  repeated story  language. Begin to  use time adverbials.  (First, next, then) | Help retell stories orally to support writing. | Sequence sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) | | | | |
| Grammar: punctuation | Letter formation | Build on previous unit plus separation of words with spaces | Build on previous unit plus personal pronoun, capital letters and full stops | | | Build on previous unit plus capital letters for names | |

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| Mathematics | Numbers ELG 11 | Getting to know you Just like me! | It’s Me 1,2,3 Light and Dark | Alive in 5! Growing 6,7,8 | | | Building 9 and 10 Consolidation | On the Move  Superhero to 20 and  Beyond | First, Then, Now  Find my Pattern |
| Match and sort Compare amounts | Representing, comparing,  and composition of numbers to 5  One more and less |  | | | \*\*\* To be c | onfirmed \*\*\* |  |
| Numerical  Pattern  ELG 12 | Compare size, mass and capacity  Exploring pattern | Circles and triangles  Positional Language  Shapes with 4 sides Time |
| Understanding the world | Past and  Present  ELG 13 | How have I change | d since I was a baby? | What are our favou y  RE | | | rite celebrations each  ear?  link | Why do we wear di different time    Geogra | fferent clothes at s of the year?  phy link |
| People, Culture and  communities  ELG 14  (with RE links) | Special people at home and in school | Sending letters, giving gifts and saying thank you | New Year’s Eve and New Year  resolutions | | | Recognising signs of  Easter | Stories with morals linked to different faiths | Special Places we visit in our lives |
| The Natural  World  ELG 15 | Habitats  (geography/science) Link to literacy | Materials (science)  Art and mark making link | Local area vs space (geography) | | | Animal including humans (science)  Link to PSED | Seasons (geography) | Plants (science) |
| EXTRA  The Digital World | Computer Science  Exploring Beebots | | Information technology  Taking photographs  Using simple programs  Technology hunt | | | | Computer Science  Beetbot screen emulator  Programming a ladybird | |
| Expressive arts and design | Creating with  Materials  ELG 16 | Drawing skills  Painting – mark making with different materials, textures and objects | | Drawing skills  Painting skills inspired by Jackson Pollack  (drip painting) | | | | Continue to develop drawing and painting skills  Responding to natural materials  Textiles and 3D sculpture  Andy Goldsworthy  1980+          Math link to  pattern  s | |
| Self portraits | Bon fire pictures with colour mixing and  printing with straws    Christmas cards (D&T) | Kandinsky art | | | Easter art/ spring drawings of daffodils | Sea life pictures    Hokusai (The great wave) | Water Lilies |
|  | Maths link |  |
| Being imaginative and  Expressive  ELG 17      Music | The environment allows children to represent their own ideas throug  Communication and language link | | | | | | h art, music, roleplay. |  |
| Listen and respond to different music Begin to feel the pulse, rhythm and move to music. | | | | | | Focus on funk music | Consolidate |