

EYFS Curriculum Overview

Link to Whole School	People and Places (Focus Areas - History/Geography/R.E/PHSE)	Nature and Changes (Focus areas - Science/PHSE)	Materials, Processes and Investigation (Focus areas - Science/PHSE/Art/Geography)
Big Question	What makes me unique and how do I belong?	What makes living things change and grow?	What makes the world beautiful?
Mini Enquiries	Who am I? How are we the same and Who is in my family? What is our school like? Who is in our community What do we celebrate?	How have we changed? How do we care for living How do living things change? What is a bulb and what is a How do we care for plants? How do plants change?	How is art beautiful? How are animals beautiful? How is the weather beautiful? What makes the world When is the world not beautiful? How can I help the world?
Concept	Belonging	Growth	Cause and Effect
C & L (All areas)	Engage in storytimes. Understand how to listen. Develop social phrases. Learn new vocabulary. Build conversational skills.	Build the skills of and model asking questions. Encourage children to articulate ideas in well formed sentences. Model and develop use of connectives. Retell stories. Learn poems. Engage with non fiction.	Continue to build new vocabulary. Articulate ideas and questions in well formed sentences. Use talk to describe in detail, work out problems and explain.
PSE	Understand themselves as individuals. Build relationships with peers and adults. Express own needs, manage personal needs. Follow routines and expectations. Work and play as part of a group.	Consider feelings of others. Show perseverance and resilience in the face of challenge. Consider how to look after our bodies and what keeps us healthy.	Identify and moderate their own feelings socially and emotionally. Explore perspectives of others.
PHY (P.E)	Encourage physical movement. Revising fundamental movement. Use core strength to support overall coordination.	Develop a more fluent style of movement. Balance and stillness. Develop fine motor using cutlery and tools. Develop overall agility and coordination developing letter formation.	Refine movement skills, developing control and grace. Further improve gross and fine motor skills. Secure competent pencil grip, scissor and cutlery control. Refine writing position and style. Develop skills needed for ball skills.
LIT	Give meaning to mark making. Talk about stories. Develop phonological awareness and introduce GPCs. Enjoy sharing books, poems and rhymes and highlight new vocab to use.	Continue to develop language comprehension (blank level) through talk, stories, poems and non-fiction. Introduce and learn some CEW. Introduce and learn some digraphs. Develop segmenting and blending skills for reading and writing. Model punctuation. Encourage re reading for sense.	Continue to learn CEW. Read simple phrases and sentences inc GPCs/CEW. Read and re read books for fluency. Write words using GPCs, upper and lowercase letters. Write short sentences with capital letter and full stop. Re read writing to check.
Maths	Subitise. Count objects, actions and sounds. Sing number rhymes. Link some numerals to quantity. Talk about their maths thinking.	Talk about and reason with numbers. Use manipulatives to support numerosity, composition and comparison. Continue to subitise. Learn to match numeral to quantity. Copy, Continue and create patterns. Compare length and size.	As prev. Count beyond 20. Recall bonds for 0-5 and some to 10. Explore shape and pattern. Compare measures. Learn some double facts.

<p>UTW (Hist/ Geog/ Science)</p>	<p>Talk about themselves and their families. Listen to and talk about similarities and differences between themselves and their friends. Use maps to develop sense of place. Find out about how and why people celebrate.</p>	<p>Develop subject specific vocabulary. Explore the natural world around them. Use their senses to explore their world and the outdoor environment. Observe how the seasons change around them. Develop understanding of growth, change and survival in the natural world.</p>	<p>Explore what the past means through story, art and the world. Explore different environments around the world.</p>
<p>EAD (Music Art/DT Dance)</p>	<p>Sing rhymes, songs and perform. Create in a variety of ways, individually or collaboratively. Explore line, shape and form through drawing.</p>	<p>Explore a range of media and materials to create. Provide opportunity to return to their ideas to adapt and change. Develop storylines in role play and small world.</p>	<p>Build on previous skills and refine them using a variety of artistic effects. Create collaboratively, sharing ideas and resources. Explore music through instruments and listening to a variety of music. Perform in a variety of ways – dance, song, role play.</p>