

EYFS

CURRICULUM OVERVIEW

2021/2022



Term	1	2	3	4	5	6
Project	<p>All about me Nursery rhymes</p> 	<p>Celebrations and seasonal changes</p> 	<p>Winter wonderland</p> 	<p>Space and important people</p> 	<p>Life cycles</p> 	<p>Plants</p> 
Main Outcome	<p>Able to recall and recite nursery rhymes.</p>	<p>To discuss use of art work in celebrations with confidence. Large scale art installations.</p>	<p>Read Polar fact files and presentation. Power point of children presenting facts.</p>	<p>To create own story for a journey to space.</p>	<p>Understand life cycles and discuss change. Create life cycles of different animals. Look after new born animals</p>	<p>Able to talk about plant variation and how to care for living things. Garden tours.</p>
Skills	<p>Able to identify rhymes. Able to explain activities.</p>	<p>Able to talk about what they see- pattern, shape, colour. Able to describe what they have created.</p>	<p>Able to talk in sentences to describe the cold zones and animals. Able to read & write captions/sentences to create a fact file.</p>	<p>Children able to talk about what it might be like in space. Discuss different materials for a space suit or space ship.</p>	<p>Able to talk in sentences to describe the life cycle of different species. Able to create diagrams to display life cycles.</p>	<p>Able to create how to grow guides. Able to describe plants. Able to draw still life in different media.</p>
Knowledge	<p>To know and identify rhyming words. To know how to oral segment and blend. To know by heart a variety of rhymes.</p>	<p>Know a repeating pattern, colours, shapes - how to mix colours. Know artists names Know different celebrations.</p>	<p>To learn facts about the cold zones of Earth To know about similarities and differences from our own country.</p>	<p>To identify and learn facts about materials and understand different properties of materials.</p>	<p>Know and describe life cycles using scientific language</p>	<p>Know about different types of plants. Know conditions required for growth.</p>

Enrichment	<p>Sensory experiences to bring nursery rhymes to life. Large blocks – humpty wall. - Water wall – Incy spider - Bells/dark tent – twinkl, twinkl Drums – grand old Duke Bear hunt – sensory trays</p>	<p>Make frames and leaf art, Andy Goldsworthy</p>  <p>Curiosity corner – artists work Kandinsky, Mondrian Create large installations. Transient art creations.</p>	<p>Sensory experiences and activities to bring Arctic to life eg. Fake snow tray., Ice experiments Transient art ice pictures.</p> <p>Wellie winter walks. Pooh stick race</p>	<p>Magnetic robot faces Playground games</p> <p>Trips to the post office to post a letter to space</p> <p>Visit from paramedic/ ambulance</p>	<p>Visit local farm – lambing or animal park – Trowbridge. Hatch chicks Look at different animals</p>	<p>Visit local pick your own strawberries or garden centre. Grow a variety of plants and grass watch caterpillars grow into butterflies</p>
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Possible Key Themes & Texts

<p>Magical Me Pete the Cat: Rocking in my school shoes</p> <p>The colour monster – own emotions and feelings We’re going on a bear hunt Three little pigs Three Billy Goats Nursery Rhymes: Humpty Dumpty Incy Wincy Spider Twinkle Twinkle Grand old Duke of York Mary Mary</p>	<p>Art/Celebrations Sparks in the Sky Rama and Sita</p> <p>Fairy tales: Gingerbread Man Nativity Story Father Christmas needs a wee</p>	<p>Polar regions/Winter Lost and Found Percy – Snowy Day</p> <p>Non-fiction texts- Polar, penguins, winter Stick Man</p>	<p>People in our community</p>	<p>Animals/mini beasts Snail and the whale Farmer Duck Wolf who ate Pancakes What the ladybird heard. Ed’s Egg</p>	<p>Plants The Tiny Seed The Secret Garden Jack and the Beanstalk Caterpillar butterfly Sam plants a sunflower The Enormous Turnip</p>
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EYFS TERM BY TERM – Birth to 5 MATTERS LINKS.

	EYFS	AUT1	AUT2	SPR3	SPR4	SUM5	SUM6
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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>All about me: How am I special? 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: What Can I do by myself now? (Hold a pencil, use scissors, drawing etc)</p>	<p>Changes in the world around us Looking/Exploring the world around us and comparing environments: home, school and Park.</p> <p>Observing the effects of physical activity on our bodies: Looking at how our breathing changes and feeling our heartbeat.</p> <p>Exploring the different textures of media – natural / found objects and other craft media.</p>	<p>Comparing Winter / Autumn – what changes can we see? (investigating frost / ice and water)</p> <p>Changes in the world around us Looking/Exploring the world around us and comparing environments: UK / Polar region</p> <p>How do we adapt our behaviour and clothing to suit the different seasons?</p>	<p>What are space suits made from? Do materials sink/float</p> <p>Classify different materials.</p> <p>Look at properties of materials.</p>	<p>Comparing Spring to Autumn / Winter (patterns and change) Why do we get so many new flowers in spring? New life: investigating new animals coming out of hibernation in different environments. The lifecycle of a chick. Fruit and Vegetables - Tasting different foods. Creating a menu of variety. Outdoor games / Team games in PE - Why is exercise important?</p>	<p>Minibeasts/insects: Why are insects helpful for our garden? Plants: How can I make a plant grow? -the needs of a plant for healthy growth. -planting seeds and growing plants Comparing Summer to the other seasons – temperature, weather, growth.</p> <p>Looking after animals / pets in the hot weather.</p> <p>Monitoring the effects of exercise on our bodies.</p>
<p>Science EYFS F2</p>	<p>Understanding the World: People, culture and communities: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The natural world: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<p>Physical Development: gross motor: -Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Expressive Arts and Design: Creating with materials: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories</p> <p>Being imaginative and expressive: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		

	EYFS	AUT1	AUT2	SPR3	SPR4	SUM5	SUM6
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 – Who is our family	Ourselves and our families – Special experiences And family celebrations / traditions.	Looking back at the changes in the environment around us (seasonal / old photos)	Historic events – moon landing - past and present events in their own lives and in the lives of family members.	Changes over time – life cycles:	Plants and chicks. People who help us and our heroes – different occupations and ways of life - Farmers
History EYFS	Understanding the World: Past and present: -Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling			Understanding the World: People culture and communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;			
	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography You may see Geography Through...	-Understanding the world	Our local setting: Home and school	Comparing the environment of our school and other areas – Park Discussing the natural materials found around our local area.	Looking at areas of the world. How do they compare to the climate in UK? Eg. Arctic Similarities and differences.	Looking at the areas in which we live and visit: Comparing the natural / found objects. Why do we have roads? Are there any changes in the local environment around you? Why? How can litter affect our local wildlife and nature around us? Where do we see animals and plants in our local area?		
EYFS	Understanding the World: People, culture and Communities: - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps			Understanding the World: The natural world: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;		Understanding the World: Past and present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	

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RE/PSHE You may see this through...	PSED: self regulation PSED: managing self PSED: building relationships UTW: People, culture and Communities.	Becoming an independent learner when selecting resources. Transition to school – settling into school -following school routine -Developing classroom rules. -Character muscles: Independence / Imagination Learning how to play in groups and share resources. Becoming independent with toileting and personal hygiene. Taking Care of our own belongings – coats, getting changed for PE.	Hand Hygiene – Germs! Celebrations and Traditions from different cultures. Different families / occupations and ways of life. Reviewing classroom rules and character muscles	Our daily routine – Sleeping, hygiene, diet, trying new foods. Managing and taking risks. Food – why do we need to eat a range of different foods to be healthy? The effects of exercise on our body.			
EYFS PSHE/RE	<p>PSED: self regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>PSED: building relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs. <p>PSED: managing self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 						<p>UTW: People, culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

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<p>Music You may see this through...</p>	EYFS: expressive arts-EAD	<p>Nursery rhymes</p> <p>Finding a beat / syllables</p> <p>Group singing</p> <p>Expressing our emotions using instruments</p>	<p>Christmas singing</p> <p>Exploring the sounds of different instruments</p>	<p>Using instruments to make soundscapes for pictures / art and expression of feelings.</p>	<p>Making up our own songs and musical rhythms.</p> <p>Reviewing music and talking about our likes, dislikes and favourite songs/instruments.</p>		
<p>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</p>		<p>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</p>		<p>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</p>			
EYFS	<p>Communication and language: Listening, attention and understanding: -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>			<p>Expressive Arts and Design: Being Imaginative and expressive: -Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			

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Art and DT	EYFS: expressive arts and design: -creating with materials -Being imaginative and expressive Physical development – fine motor skills	Self portraits	Andy Goldsworth – transient art Knadinsky – repeated patterns and circles	Design a boat to sail back home	Design a space ship or space suit	Animal prints Painting animals	Vincent Van Gogh – sunflowers and transient art
EYFS	Physical Development: Fine motor skills: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.			Expressive arts and designs: Creating with materials: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.		Expressive arts and designs: Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	

Computing You may see this through...	Computer science -I can make a floor robot move by itself -I can use simple software to make something happen. -I can make choices about the buttons and icons I press, touch or click on.	Information technology -I can tell you about different kinds of information such as pictures, video, text and sound. -I can move objects on a screen -I can create shapes and text on a screen. -I can use technology to show my learning.	Digital literacy -I can tell you about technology that is used at home and in school. -I can operate simple equipment	Computer science -I can make a floor robot move by itself -I can use simple software to make something happen. -I can make choices about the buttons and icons I press, touch or click on.	Information technology -I can tell you about different kinds of information such as pictures, video, text and sound. -I can move objects on a screen -I can create shapes and text on a screen. -I can use technology to show my learning.	Digital literacy -I can tell you about technology that is used at home and in school. -I can operate simple equipment
Online safety	Self-image and identity Privacy and security	Online bullying	Online reputation	Health and well being	Online relationships	Managing online information Copywrite and ownership
Key skills	<ul style="list-style-type: none"> • Know main peripherals of a computer e.g mouse, keyboard, touchscreen, monitor • Be able to save work • Be able to interact with a device using inputs appropriate to the site (i.e. mouse control – left click, control of the mouse, keyboard – letter recognition, enter key, • Know how to safely turn on and off a device (tablets – press and hold off button, computers/laptops - start, shut down) 					

<p>PE</p> <p>You may see this through..</p>	<p>EYFS: Physical Development – gross motor skills</p> <p>PSED – managing self</p>	<p>Spatial Awareness</p> <p>Circle and team games</p>	<p>Ball games</p> <p>Throwing and catching</p> <p>Gym – jumping, landing, rolling on mats.</p>	<p>Gym – using the large equipment.</p> <p>Experimenting with movement on the equipment.</p>	<p>Dance</p> <p>Experimenting with body movement to music.</p>	<p>Ball games / team games</p>	<p>Team relay games / ring games</p>
<p>EYFS</p>	<p><u>Physical development:</u></p> <p>Gross Motor skills:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 			<p><u>PSED:</u></p> <p>Managing self:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 			