

## EYFS Curriculum Overview

Termly Topic	Autumn - Terrific Toys		Spring – Once There Were Giants		Summer – Go Explore!	
The Big Question	Is it ok to be different?	Have Toys Changed?	Who Left the Footprint?	Are Giants Real?	How Do Explorers Explore?	Where Can we Explore?
Hook	Trip to Tiny Town	Toys Artefact Box	Giant footprints- Gingerbread man Footprints	Giant Beanstalk and delivery of gold coins	Explorer day -den making -cook on fire -build rafts -parachutes -hunt/ map making	Trip to Peak Rail & Matlock Meadows
Key Texts	<p>Harry and the Dinosaurs go to School</p> <p>Elmer</p> <p>Elmer and Grandpa Eldo</p> <p>Elmer and Wilbur</p> <p>Elmer's Birthday</p>	<p>Kipper's Toy Box – Mick Inkpen</p> <p>A Bear Called Paddington</p> <p>Toys</p> <p>Explanation text celebrations around the world</p>	<p>Ginger bread man EYFS</p> <p><b>Reading for pleasure</b></p> <p>Harry and the Bucketful of Dinosaurs</p> <p>We're Going on a Bear Hunt</p> <p>The Gruffalo</p>	<p>Jack and the Beanstalk</p> <p><b>Reading for pleasure:</b></p> <p>Jasper and the Beanstalk</p> <p>Titch</p> <p>The Smartest Giant in Town</p> <p>3 billy goats gruff</p>	<p>Key texts:</p> <p>Whatever Next</p> <p>Neil Armstrong</p> <p>Amelia Earhart</p> <p><b>Reading for pleasure:</b></p> <p>Aliens Love Underpants</p> <p>Plants:</p> <p>Extraordinary Gardner</p>	<p>Key text: Handa's surprise</p> <p><b>Reading for pleasure:</b></p> <p>The Naughty Bus</p> <p>The Train Ride</p> <p>Oi Get Off My Train</p> <p>Mr Gumpys Outing</p> <p>Mrs Armitage on wheels</p>

	<p>Little Red Hen</p> <p>‘Marvellous Me!’ By Lisa Bullard</p> <p>‘Peace at Last’ by Jill Murphy</p> <p>Instructions - How to wash your hands and daily routine</p>	<p>Recount – trip to see Father Christmas</p> <p>Poetry firework and remembrance inspired.</p>	<p>The Gruffalo’s Child</p> <p>There’s a Dragon in My Book – Tom Fletcher</p> <p>Rumpas Jumpas Dinosaur rumpus</p>	<p>Who Hides Here – Footprints in the Garden</p> <p>From Seed to Sunflower</p> <p>Once There Were Giants</p>	<p>The little gardener</p> <p>Ten seeds</p> <p>Minibeasts: Bug Hotel</p> <p>Yucky worms</p>	
<b>COEL</b>	Thinking: Playing & Learning	Thinking: Playing & Learning  Critical Thinking	Active Learning  Critical Thinking	Thinking: Playing & Learning  Active Learning	Critical Thinking  Active Learning	Critical Thinking  Active Learning
<b>C&amp;L</b>	<p><b>Baseline Assessment</b></p> <p>Retell The Little Red Hen with actions.</p> <p>Modelling talking in role play</p> <p>Talking about models (e.g construction and junk modelling)</p>	<p>Talk about own experiences of Bonfire Night</p> <p>Talking and asking questions about favourite toy</p> <p>Asking and answering questions about our trip to Tiny Town</p>	<p>Retell the story using actions</p> <p>Verbally retell our own stories</p> <p>Ask and answer questions based around the gingerbread man hook</p>	<p>Retell the story using actions</p> <p>Retell an innovated version of the story</p> <p>Be able to speak in full sentences.</p> <p>To be able to say and repeat a sentence.</p>	<p>Ask questions to further our knowledge</p> <p>Use new vocabulary in different contexts</p> <p>Add detail when describing.</p> <p>Be able to speak in full sentences</p>	<p>Retell a story using actions.</p> <p>Use new vocabulary throughout the day</p> <p>Participate in group discussions</p> <p>Express their ideas using full sentences.</p> <p>Engage in fiction and non fiction books.</p> <p>Describe events in detail.</p> <p>Ask and answer questions to further our knowledge.</p>

				Ask and answer questions  Talk about the lifecycles of plants & chicks  Describe events in detail.	Engage in non fiction books.  Use talk to explain how things work linked with designing our own flying transport	
<b>PHSE Values</b>	Colour Monster starts School <b>PSHE Matters</b> Exploring Emotions Being Me	<b>PSHE Matters</b> Growing up Difference and Diversity	<b>PSHE Matters</b> Bullying Matters Being Safe	<b>PSHE Matters</b> Relationships Changes	<b>PSHE Matters</b> Being Responsible Money Matters	<b>PSHE Matters</b> Being Healthy Drug Education Healthy Eating Week 12 <sup>th</sup> June – 16 <sup>th</sup> June
<b>Physical Development</b>	Squiggle While You Wiggle  Handwriting Books – Pen Pals - Patterns  Qualitas Fundamental Movements - Agility, Balance, Coordination	Squiggle While You Wiggle  Handwriting Books- Pen Pals - Patterns  Qualitas Gymnastics	Squiggle While You Wiggle  Handwriting Books – Pen Pals – Letter Formation  Qualitas Dance	Squiggle While You Wiggle  Handwriting Books – Pen Pals – Letter Formation  Qualitas Invasion Games	Squiggle While You Wiggle  Handwriting Books – Pen Pals – Letter Formation  Qualitas Invasion Games	Squiggle While You Wiggle  Handwriting Books – Pen Pals – Letter Formation  Qualitas Athletics Sports Day
<b>Literacy</b>	Baseline Assessment Phonic Assessment Name writing	Phonic Assessment  Name writing – Name label for	Phonic Assessment  Talk for writing: The gingerbread man	Phonic Assessment Talk For Writing: Jack and the beanstalk	Phonic Assessment  Non fiction writing based	Phonic Assessment  Talk for writing: Handa’s surprise  -story map

	<p>Mark making</p> <p>List writing</p>	<p>their teddy bear / toy /card</p> <p>Lost Toy Posters</p> <p>List writing</p>	<p>-story maps</p> <p>-cvc words</p> <p>-sentence writing</p> <p>-retell original</p> <p>-retell innovated</p>	<p>-story map</p> <p>-captions</p> <p>-retelling</p> <p>-innovated text</p>	<p>around:</p> <p>Whatever next</p> <p>-lists</p> <p>-captions</p> <p>-newspaper</p> <p>-postcards</p> <p>-labels</p>	<p>-retelling</p> <p>-innovate</p> <p>Instructions</p>
<b>Mathematics</b>	<p><b>Baseline Assessment</b></p> <p><b>White Rose Maths</b></p> <p>Match, Sort and Compare</p> <p>Talk about Patterns and Measures</p> <p>It's me 1,2,3</p>	<p><b>White Rose Maths</b></p> <p>Circles and Triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p><b>White Rose Maths</b></p> <p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6,7,8</p> <p>Length, Height and Time</p>	<p><b>White Rose Maths</b></p> <p>Length, Height and Time</p> <p>Building 9 and 10</p> <p>Explore 3 D shapes</p>	<p><b>White Rose Maths</b></p> <p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping.</p>	<p><b>White Rose Maths</b></p> <p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
<b>R.E</b>	<p><b>F5: Where do we belong?</b></p> <p><b>Living</b></p> <p><b>F2: Which people are special and why?</b></p> <p><b>Believing</b></p>	<p><b>F4: Which times are special and why?</b></p> <p><b>Expressing</b></p>	<p><b>F6: What is special about our world?</b></p> <p><b>Living</b></p>	<p><b>F5: Where do we belong?</b></p> <p><b>Living</b></p> <p><b>F2: Which people are special and why?</b></p> <p><b>Believing</b></p>	<p><b>F3: Which places are special and why?</b></p> <p><b>Expressing</b></p>	<p><b>F1: What stories are special and why?</b></p> <p><b>Believing</b></p>
<p><b>Understanding the World</b></p> <p><b>Weather Calendar shared daily, respond to changes in</b></p>	<p><b>Marvelous Me!</b></p> <p><b>People, Culture and Communities</b></p> <p>What makes us unique – similarities and differences</p>	<p><b>Toys</b></p> <p><b>People, Culture and Communities</b></p> <p>Understand that people have different beliefs and celebrate special times in</p>	<p><b>Giants</b></p> <p><b>The Natural World</b></p> <p>Draw information from a simple map – whilst finding out who made the footprints? -</p>	<p><b>Giants</b></p> <p><b>The Natural World</b></p> <p>Observing, exploring and finding out about the life cycle of Seed (beans and sunflowers)</p>	<p><b>Explorers</b></p> <p><b>People, Culture and Communities</b></p> <p><b>Past and Present</b></p> <p>Exploring how aeroplanes have changed – comparing old and new.</p>	<p><b>Explorers</b></p> <p><b>People, Culture and Communities</b></p> <p><b>Past and Present</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p><b>People, Culture and Communities</b></p>

<p><b>seasons and weather</b></p>	<p>Comparing families – what makes them unique</p> <p>Special times</p> <p>People within our school communities – who helps us</p> <p><b>The Natural World</b> Exploring their new environment – indoors and outdoors</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Autumn walks – Exploring the local environment for signs of</p>	<p>different ways – through Bonfire night and Diwali</p> <p><b>Past and Present</b> Bonfire night</p> <p>Explore collections of materials with similar and/or different properties – Comparing old and new Teddies</p> <p>Comparing puppets – what they were made from in the past / present.</p> <p>Comparing old and new toys – how they work / how have they changed – similarities and differences.</p> <p>Nativity story – Looking at how Christmas is celebrated in the past and present</p>	<p>The Gruffalo</p> <p>The Gingerbread Man</p> <p>Hary and the Dinosaurs</p> <p>We’re Going on a Bear Hunt</p> <p>There’s a Dragon in my book</p> <p>Exploring their environment – indoors and outdoors.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Winter walks – Exploring the local environment for signs of Winter - Describe what they see, hear and feel whilst outside.</p>	<p>Planting beans and planting sunflowers</p> <p>Observing, exploring and finding out about the life cycle of a chick.</p> <p>Exploring their environment – indoors and outdoors</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Spring walks – Exploring the local environment for signs of</p>	<p>Looking at similarities and differences.</p> <p>Developing an understanding of the past. Finding out about;</p> <p><b>Amelia Earhart</b> <b>Neil Armstrong</b> <b>Helen Sharman</b> What was their role and contribution to history?</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Spring walks – Exploring the local environment for signs of Spring - Describe what they see, hear and feel whilst outside.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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><b>The Natural World</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Summer walks – Exploring the local environment for signs of Spring -Describe what they see, hear and feel whilst outside.</p>
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	<p>Autumn - Describe what they see, hear and feel whilst outside.</p> <p>Celebrating Harvest - Making Bread – Exploring how ingredients change when cooked.</p>	<p>Advent – what is this and how is this observed in the past and present.</p> <p><b>The Natural World</b> Exploring their environment – indoors and outdoors</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Autumn walks – Exploring the local environment for signs of Autumn - Describe what they see, hear and feel whilst outside.</p> <p>Celebrating Bonfire Night -</p>	<p>Observing snow /ice and how these change.</p>	<p>and feel whilst outside.</p>		
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		Chocolate Apples – How chocolate changes when heated				
<b>Expressive Areas &amp; Design</b>	<p>Kapow – D&amp;T- Textiles – Threading / Weaving / Running stitch</p> <p>SEASONAL CRAFTS – Autumn</p> <p>Music - Charanga – Me <b>Musical learning focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing</p>	<p>Kapow – D&amp;T- Junk Modelling</p> <p>SEASONAL CRAFTS – Christmas</p> <p>Music – Charanga – My Stories <b>Musical learning focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing</p>	<p>Kapow – Art and Design DRAWING MARVELOUS MARKS</p> <p>SEASONAL CRAFTS – Winter</p> <p>Music – Charanga – Everyone <b>Musical learning focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments</p>	<p>Kapow – Art and Design</p> <p>Painting</p> <p>SEASONAL CRAFTS – Spring Mother’s day Easter</p> <p>Music – Charanga- Our World <b>Musical learning focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing</p>	<p>Kapow – Art and Design</p> <p>SCULPTURE and 3D Creation</p> <p>SEASONAL CRAFTS – Summer Father's Day</p> <p>Music – Charanga- Big Bear Funk <b>Musical learning focus</b> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p>	<p>Kapow – Design and Technology cook and nutrition - Soup</p> <p>SEASONAL CRAFTS Summer</p> <p>Music – Charanga – Reflect, Rewind and Replay <b>Musical learning focus:</b> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place <b>Genres of music covered this term-</b></p>

	<p>classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p><b>Genres of music covered this term-</b></p>	<p>classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p><b>Genres of music covered this term-</b></p>	<p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p><b>Genres of music covered this term-</b></p>	<p>classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p><b>Genres of music covered this term-</b></p>	<p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place.</p> <p><b>Genres of music covered this term-</b></p> <p>Motown, Pop music, Classical music, American Rock, Classic Rock, Country &amp; Music in Film- Listen and appraise each genre throughout the week. This music will be played during Mondays and Fridays assemblies.</p>	
<p><b>Trips, Visits and Enrichments</b></p>	<p>Sound walk around local community</p> <p>Autumn walk</p> <p>Visitor-Key strings-link to black women in music</p> <p>Oct 12<sup>th</sup></p> <p>Enrichment-Chat about me</p>	<p>Grandparents-talk about toys when they were young</p> <p>Tiny Town trip</p> <p>Christingle at local church</p>	<p>Chinese dance workshop and enrichment day</p> <p>Feb 16<sup>th</sup></p>	<p>Chicks</p> <p>Book Day 7<sup>th</sup></p> <p>March</p> <p>Yorkshire wildlife park</p> <p>EYFS, Y1 &amp; 2</p> <p>February 27<sup>th</sup></p>	<p>Visit from a visitor from a follower of Christianity and a follower from Islam</p>	<p>Peak Rail &amp; Matlock Meadows 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup> June</p>



	box..... Summer holiday project					
	Harvest Festival					