



EYFS Curriculum Overview

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	Autumn Term		Spring Term		Summer Term	
Values	7Cs Laudato Si: Recycling/God's Wonderful World	7Cs Laudato Si: Taking care of the world - people	7Cs Laudato Si: Fairtrade	7Cs Laudato Si: Taking Care of the World - plants	7Cs Laudato Si: Be a Zero Hero/Animal Preservation	7Cs Laudato Si: Taking Care of the World - minibeasts
Religious Education	Creation Sacraments (assess) Using religious vocabulary; making links between stories & beliefs. Comparing our ideas and answers about difficult questions.	ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols. Make links how feelings and beliefs affect behaviours. *Diwali	Christmas Revelation Judaism Make links how feelings and beliefs affect behaviours.	Lent Holy Week Give reasons for actions by believers. Compare our ideas and answers about difficult questions.	Easter Pentecost Give reasons for actions by believers. Make links how feelings and beliefs affect behaviours.	Mission Judaism Week Hinduism/ Sikhism Week Prayers, Saints & Feasts Describe ways in which religion is lived out by believers. Make links how feelings and beliefs affect behaviours.
PSED Personal, Social & Health Education Well-being	<ul style="list-style-type: none"> Joins in others play Seeks put other children in play Seperates from main carer with support Expresses own feelings Aware some actions can hurt or harm others Shows understanding and co-operates with some boundaries and routines Can inhibit own actions/behaviours Initiates play, offering clues to peers to join them Selects activities and resources with help Welcomes and values praise for what they have done Aware of own feelings and knows that some actions and words can hurt other's feelings. Keeps play going by responding to others Selects and uses 	<ul style="list-style-type: none"> Initiates play, offering clues to peers to join them Keeps play going by responding to others Selects activities and resources with help Welcomes and values praise for what they have done Shows confidence in asking adults for help Enjoys responsibility for small tasks Aware of own feelings and knows that some actions and words can hurt other's feelings. Begins to accept the needs of others Can take turns and share resources, sometimes needing support Initiate conversation and take account of what others say Describe self in positive terms and talk about abilities Aware of boundaries set and behavior expectations 	<ul style="list-style-type: none"> Keeps play going by responding to others Can play in a group, extending and elaborating play ideas Selects activities and resources with help Welcomes and values praise for what they have done Shows confidence in asking adults for help Enjoys responsibility for small tasks Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children in play Aware of own feelings and words can hurt other's feelings. Begins to accept the needs of others Can take turns and share resources, sometimes needing support Can usually tolerate delay when needs are not immediately met. 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas Demonstrates friendly behaviour and initiating conversations Enjoys responsibility for small tasks Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children in play, and will communicate freely about own home and community. Aware of own feelings and knows that some actions and words can hurt other's feelings. Begins to accept the needs of others Can take turns and share resources, sometimes needing support Can usually tolerate delay when needs are not immediately met. Understands wishes may not always be met. Explains own knowledge 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults Enjoys responsibility for small tasks Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children in play, and will communicate freely about own home and community. Aware of own feelings and knows that some actions and words can hurt other's feelings. Begins to accept the needs of others Can take turns and share resources, sometimes needing support Can usually tolerate delay when needs are not immediately met. Understands wishes may not always be met. 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults Enjoys responsibility for small tasks Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children in play, and will communicate freely about own home and community. Aware of own feelings and knows that some actions and words can hurt other's feelings. Begins to accept the needs of others Can take turns and share resources, sometimes needing support Can usually tolerate delay when needs are not immediately met. Understands wishes may not always be met.



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	<p>activities and resources with help</p> <ul style="list-style-type: none"> • Can tolerate delay when needs are not immediately met • Aware of boundaries set and behavior expectations in setting <p>Well-being: 7Cs Trick Box</p>	<p>in setting</p> <p>Well-being: 7Cs Anti-bullying Trick Box</p>	<ul style="list-style-type: none"> • Understand how actions affect others • Takes steps to resolve conflicts with other children <p>Well-being: Mental health E-safety Trick Box</p>	<p>and understanding and asks appropriate questions of others</p> <ul style="list-style-type: none"> • Confident to speak to others about interests <p>Well-being: Mental health Trick Box</p>	<ul style="list-style-type: none"> • Can usually adapt behavior to different events • Confident to speak to others about opinions • Able to negotiate and solve problems independently <p>Well-being: Anti-bullying week Trick Box</p>	<ul style="list-style-type: none"> • Can usually adapt behavior to different events, social situations and changes in routine. • Takes account of others ideas as to how to organize an activity • Confident to speak in a familiar group and say why they like some activities more than others. • Sensitive to others needs and feelings - Friend photo and description <p>Well-being: Transition Trick Box</p>
<p>Communication & Language Listening & Attention Understanding (inc Wellcomm) Speaking</p>	<ul style="list-style-type: none"> • Listens with interest to noises in stories, in play with sounds • Identify action words • Understand simple question words ie who what • Understanding of simple concepts ie big/little • uses variety of questions • Uses simple sentences • Listens to others one to one or in small groups • Understand use of objects • Respond to simple instructions • Begin to use more complex sentences • Maintains attention , concentrates and sits quietly during appropriate activity • Responds to simple instructions using two part sequence • Uses language to imagine and recreate 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups • Listen to stories • Focusing attention shift own attention- still listen and do, but shift own attention • Listens to and joins in with repeated rhymes • Is able to follow directions • Understand use of objects • Respond to simple instructions • Begin to show understanding of some prepositional language • Begins to use more complex sentences • Can retell event in correct order • Uses vocabulary focuses on objects and people that are of particular importance • Maintains attention , concentrates and sits quietly during appropriate activity • Can listen and do for a short span using two channeled attention. 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups • Listen to stories with increasing attention and recall • Focusing attention shift own attention- still listen and do, but shift own attention • Listens to and joins in with repeated refrains and phrases in rhymes and stories • Understand use of objects • Respond to simple instructions • Begin to show understanding of prepositional language • Begins to use more complex sentences • Can retell event in correct order • Uses talk to connect ideas and explain what is happening • Questions why things happen • Uses a range of tenses • Uses vocabulary focused on objects and people that are of particular importance • Uses talk in pretending that objects stand for something 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups • Listen to stories with increasing attention and recall • Listens to and joins in with repeated refrains and phrases in rhymes and stories • Understand use of objects • Respond to simple instructions • Show understanding of prepositional language • Understand 'why' and 'how' questions • Uses talk to connect ideas and explain what is happening • Questions why things happen and gives explanations • Uses a range of tenses • Uses vocabulary focused on objects and people that are of particular importance • Build up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups • Listen to stories with increasing attention and recall • Listens to and joins in with repeated refrains and phrases in rhymes and stories • Understand use of objects • Respond to simple instructions • Show understanding of prepositional language • Understand 'why' and 'how' questions • Uses talk to connect ideas and explain what is happening and anticipate what might happen next, recall and relive past experiences • Questions why things happen and gives explanations • Uses vocabulary focused on objects and people that are of particular importance • Build up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups • Listen to stories with increasing attention and recall • Listens to and joins in with repeated refrains and phrases in rhymes and stories • Understand use of objects • Respond to simple instructions • Show understanding of prepositional language • Understand 'why' and 'how' questions • Uses talk to connect ideas and explain what is happening and anticipate what might happen next, recall and relive past experiences • Questions why things happen and gives explanations • Uses vocabulary focused on objects and people that are of particular importance • Build up vocabulary that reflects the breadth of their experiences



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	<p>roles and experiences in play</p> <ul style="list-style-type: none"> • Responds to simple instructions and instructions using two part sequence • Uses language to imagine and recreate roles and experiences in play • Introduces a storyline into their play • Links statements and sticks to main theme or intention 	<p>else in play</p> <ul style="list-style-type: none"> • Can listen and do for a short span using two channeled attention. • Listen to stories accurately anticipating key events • Respond with relevant comments • Understands humour • Listen to others in conversation or discussion • Uses language to imagine and recreate roles and experiences in play • Introduces a storyline into their play • Links statements and sticks to main theme or intention • Uses talk to organise ideas <p>Extends vocabulary, exploring meaning of new words</p>	<p>else in play</p> <ul style="list-style-type: none"> • Listen to stories accurately anticipating key events • Respond with relevant comments, questions or actions • Give attention to what others say and respond appropriately. • Understands humour • Listen and responds to others in conversation or discussion • Able to follow a story without pictures or props • Links statements and sticks to main theme or intention • Uses talk to organise , sequence and clarify thinking, ideas, feelings and events. <p>Extends vocabulary, exploring meaning of new words</p>	<p>else in play</p> <ul style="list-style-type: none"> • Can listen attentively in range of situations • Listen to stories accurately anticipating key events • Respond with relevant comments, questions or actions • Give attention to what others say and respond appropriately. • Listen and responds to others in conversation or discussion • Able to follow a story without pictures or props • Answer 'how' and 'why' questions about own experiences • Uses talk to organise , sequence and clarify thinking, ideas, feelings and events. • Extends vocabulary, exploring meaning of new words • Can express themselves effectively, showing awareness of listener <p>Use past, present and future tenses correctly</p>	<p>else in play</p> <ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play • Can listen attentively in range of situations • Listen to stories accurately anticipating key events • Respond with relevant comments, questions or actions • Give attention to what others say and respond appropriately while engaged in another activity. • Able to follow a story without pictures or props • Answer 'how' and 'why' questions about own experiences and in response to stories or events • Can express themselves effectively, showing awareness of listener • Use past, present and future tenses correctly <p>Develop own narratives by connecting ideas or events</p>	
Class Text	<p>Once They Were Giants/What Makes Me a Me?/Pumpkin Soup</p> <ul style="list-style-type: none"> • Owl Babies 	<p>Whatever Next/Room on the Broom</p> <ul style="list-style-type: none"> • We're Going on a Bear Hunt 	<p>• Mr Wolf's Pancakes/ Three Little Pigs/Goldilocks and the Three Bears/Stick Man</p>	<p>• Jack and the Beanstalk/Dinosaurs/Jasper's Beanstalk</p>	<p>• Supertato/Farmer Duck /Dear Zoo/The Tiger who came to Tea</p>	<p>• Spinderella/Superworm/The very Hungry Caterpillar/What the Ladybird Heard/Super Duper You</p>
English skills: Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation	<p>Baseline Assessments Phonics 1 & 2</p> <ul style="list-style-type: none"> • Has some favourite rhymes • Repeats words from favourite stories • Fills in missing word from known rhyme • Distinguishes between different marks 	<p>Phonics 2 & 3</p> <ul style="list-style-type: none"> • Enjoys rhyming activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems • Joins in with repeated phrases in rhymes 	<p>Phonics 2 & 3 & 4</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems • Join in with repeated refrains and anticipated key events and phrases in rhymes and stories • Listens to and joins in with repeated refrains and phrases in rhymes and stories • looks at books independently 	<p>Phonics 2 & 3 & 4</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems • Join in with repeated refrains and anticipated key events and phrases in rhymes and stories • Listens to and joins in with repeated refrains and phrases in rhymes and stories 	<p>Phonics 2 & 3 & 4</p> <ul style="list-style-type: none"> • Join in with repeated refrains and anticipated key events and phrases in rhymes and stories • Listening to stories with increasing attention and recall • Beginning to be aware of story structure • Suggests how story might 	<p>Phonics 2 & 3 & 4</p> <ul style="list-style-type: none"> • Join in with repeated refrains and anticipated key events and phrases in rhymes and stories • Listening to stories with attention and recall • Aware of story structure • Suggests how story might end • Describes main story settings, events and

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- Enjoys rhyming activities
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words
- Listens to and joins in with stories and poems
- Sometimes gives meaning to marks
- Join in with repeated refrains and anticipated key events and phrases in rhymes and stories
- Listening to stories with increasing attention and recall
- Beginning to be aware of story structure
- Hears and says initial sounds in words
- Links sounds to letters

- Looks at books independently
- Handles books carefully
- Sometimes gives meaning to marks
- Continues a rhyming string
- Links sounds to letters
- Beginning to break the flow of speech into words
- Uses language to imagine and recreate roles

- Handles books carefully
- Holds books the correct way up and turns the pages
- Shows interest in illustrations in books
- Recognises some familiar words
- Gives meaning to marks as they draw and paint
- Can segment sounds in simple words and blend them together and knows which letter represents them
- Uses letters to communicate meaning
- Begins to read words

- looks at books independently
- Handles books carefully
- Holds books the correct way up and turns the pages
- Shows interest in illustrations and print in books
- Recognises familiar words and some signs
- Gives meaning to marks as they draw and paint
- Ascribes meaning to marks they see in different places
- Can segment sounds in simple words and blend them together and knows which letter represents them
- Uses letters to communicate meaning and represents some sounds correctly and in sequence
- Begins to read simple sentences
- Reads some common irregular words
- Enjoys an increasing range of books
- Knows information can be retrieved from computers and books

- end
- Describes main story settings, events and characters
- Shows interest in illustrations and print in books and print in the environment.
- Recognizes familiar words and signs such as own name and logos
- Looks at books independently
- Handles books carefully.
- Holds books the correct way up and turns pages.
- Knows print carries meaning
- Gives meaning to marks as they draw and paint
- Ascribes meaning to marks they see in different places
- Able to follow a story without pictures or prompts
- Write some common irregular words
- Write a simple sentence which can be read by themselves and others
- Use phonic knowledge to write words in ways that match their spoken sounds
- Use phonic knowledge to decode regular words
- Reads some common irregular words

- characters
- Shows interest in illustrations and print in books and print in the environment.
- Recognizes familiar words and signs such as own name and logos
- Looks at books independently
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Hold books the correct way up and turns pages.
- Knows print carries meaning and, in English, is read from left to right and top to bottom.
- Gives meaning to marks as they draw and paint
- Ascribes meaning to marks they see in different places
- Write simple sentences which can be read by themselves and others
- Use phonic knowledge to write words in ways that match their spoken sounds
- Demonstrate understanding when talking with others about what they have read

Common Exception Words to be taught

Teach Phase 2

Revisit phase 2/Teach Phase 3

Revisit 2/3 Teach Phase 4

Revisit Phase 2/3/4

Revisit Phase 2/3/4

Revisit Phase 2/3/4

Maths

- Baseline Assessments
- Selects small number of objects
 - Recites some number names in sequence
 - Begins to make comparisons between

- Recites numbers to 10
- Knows numbers identify how many objects in a set
- Sometimes matches numeral and quantity correctly
- Shows curiosity about numbers

- Recites numbers to 10 and beyond
- Knows numbers identify how many objects in a set
- Sometimes matches numeral and quantity correctly
- Begins to represent numbers using fingers, marks on paper

- Recites numbers to 10 and beyond
- Knows numbers identify how many objects in a set
- Sometimes matches numeral and quantity correctly
- Begins to represent

- Recites numbers to 10 and beyond
- Knows numbers identify how many objects in a set
- Sometimes matches numeral and quantity correctly
- Compares two groups of objects, saying when they

- Using number names and number language
- Saying number names in order to 10
- Counting using 1:1
- Shows interest in representing numbers
- shows interest in number



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	<ul style="list-style-type: none"> quantities Notices simple shapes and patterns Begins to use language of size Understands some talk about future/past events Anticipates specific time bases events ie mealtimes Using some number names in play Shows interest in numerals in environment Knows numbers identify how many objects in a set Shows interest in shapes in play Shows awareness of similarities in shape in environment Uses some positional language Using number names and number language Saying number names in order to 10 Counting using 1:1 	<ul style="list-style-type: none"> Shows interest in number in environment Shows interest in shapes in play Shows awareness of similarities in shape in environment Uses some positional language Using number names and number language Saying number names in order Counting using 1:1 Recognising numerals Matching shapes in the environment Constructing with shapes Naming 2D shapes Recreating patterns and models Positional language 	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number Separates group of three or four objects in different ways, realizing total is still the same Uses positional language Shows interest in shape by sustained construction activity Shows interest in shapes in environment Uses positional language Matching numeral and quantity Comparing groups of objects Separating objects in different ways - same amount Counting using 1:1 Recognising numerals Ordering items by length/height/weight/capacity Order and sequence familiar events 	<ul style="list-style-type: none"> numbers using fingers, marks on paper Compares two groups of objects, saying when they have the same number Separates group of three or four objects in different ways, realizing total is still the same Realises not only objects but anything can be counted Uses positional language Shows interest in shape by sustained construction activity Shows interest in shapes in environment Uses shapes appropriately for tasks Begins to talk about shapes Count out objects from a larger group Find one more/1 less than a given number of objects Find the total of items in 2 groups by counting Use language of addition & subtraction Recording Money Naming 3D shapes 	<ul style="list-style-type: none"> have the same number Separates group of three or four objects in different ways, realizing total is still the same Realises not only objects but anything can be counted Shows interest in representing numbers Uses positional language Shows interest in shape by sustained construction activity Uses shapes appropriately for tasks Begins to talk about shapes Count accurately Order numbers to One more/one less Add/subtract by counting on or back Problem solving Doubling Halving Sharing Recording Time - time of day, o'clock, days of the week Properties of 2D/3D shapes 	<ul style="list-style-type: none"> problems Count accurately Order numbers to One more/one less Add/subtract by counting on or back Problem solving Doubling Halving Sharing Recording Properties of 2D/3D shapes
Physical Education	Dough Disco <ul style="list-style-type: none"> Runs safely on whole foot Climbs confidently Shows control in holding objects inc mark making tools Begins to be independent in self-care Moves freely and with pleasure in a range of ways 	Wake & Shake <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways Uses one-handed tools and equipment Can tell adult when hungry, tired, rest or play Gains more bowel and bladder control Can manage washing and drying hands Use simple tools to effect 	Wake & Shake <ul style="list-style-type: none"> Runs skillfully and negotiates space Mounts stairs using alternate feet Can walk downstairs two feet to each step carrying object Can stand on one foot Can catch a large ball Draws lines and circles using gross motor movements Uses one-handed tools and equipment Holds pencil between thumb 	Wake & Shake <ul style="list-style-type: none"> Runs skillfully and negotiates space, adjusting speed and direction to avoid obstacles Can stand on one foot Can catch a large ball Draws lines and circles using gross motor movements Holds pencil between thumb and two fingers with good control Can copy some letters 	Wake & Shake <ul style="list-style-type: none"> Runs skillfully and negotiates space, adjusting speed and direction to avoid obstacles Mounts stairs using alternate feet Can walk downstairs two feet to each step carrying object Can stand on one foot Can catch a large ball Draws lines and circles using gross motor movements Use one-handed tools and equipment 	Wake & Shake <ul style="list-style-type: none"> Mounts stairs using alternate feet Can walk downstairs two feet to each step carrying object Can stand on one foot Draws lines and circles using gross motor movement Use one-handed tools and equipment Holds pencil between thumb and two fingers with

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	<ul style="list-style-type: none"> • Can tell adult when hungry, tired, rest or play • Gains more bowel and bladder control • Mounts stairs using alternate feet • Can walk downstairs two feet to each step carrying object • Can stand on one foot • Draws lines and circles using gross motor movement • Use one-handed tools and equipment • Holds pencil between thumb and two fingers • Understand equipment and tools have to be used safely • Dresses with help 	<p>changes to materials</p> <ul style="list-style-type: none"> • Handles tools with increasing control • Experiments with different ways of moving • Manages own basic hygiene • 	<p>and two fingers</p> <ul style="list-style-type: none"> • Gains more bowel and bladder control, attending to own needs most of the time • Can manage washing and drying hands • Observes effects of activity on their body • Show increasing control over moving an object • Begins to use anti-clockwise movement and retrace vertical lines • Experiments with different ways of moving 	<ul style="list-style-type: none"> • Dresses with help • observes effects of activity on their body • Dresses with help • Understands equipment needs to be used safely • Begins to use anti-clockwise movement and retrace vertical lines • Travel with confidence and skill • Knows about a healthy range of food • Shows some understanding of good practices contributing to good health 	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers with good control • Can copy some letters • Understand equipment and tools have to be used safely • Dresses with help • Observes effects of activity on their body • Understands equipment needs to be used safely • Uses a pencil and holds it effectively to form recognisable letters • Shows understanding of the need for safety and manages risks 	<p>good control</p> <ul style="list-style-type: none"> • Can copy some letters • Understand equipment and tools have to be used safely • Dresses with help • Observes effects of activity on their body • Understands equipment needs to be used safely • Uses a pencil and holds it effectively to form recognisable letters and most of which are correctly formed • Shows good control and co-ordination in large and small movements
<p>UW - The World</p>	<p>Autumn Walk</p> <ul style="list-style-type: none"> • Enjoys playing with small world • Notices detailed features of objects in their environment • Comments about their familiar world • Talk about things they have observed - plants, animals etc • Show care and concern for living things in the environment 	<p>Planting bulbs</p> <ul style="list-style-type: none"> • Comments and ask questions about their familiar world • Can talk about some of things they have observed • Look closely at similarities, differences and change. 	<p>Spring Walk</p> <ul style="list-style-type: none"> • Comments and ask questions about their familiar world • Can talk about some of things they have observed • Develop an understanding of growth • Show care and concern for living things in the environment -fat balls for birds • Talk about features of own environment 	<p>Chicks</p> <ul style="list-style-type: none"> • Comments and ask questions about their familiar world • Can talk about some of things they have observed • Develop an understanding of growth, decay and changes over time • Shows care and concern for living things • Know about similarities, differences in living things • Makes observations of animals • Talk about and observe changes in animals 	<p>Growing - Shake & Rake.</p> <ul style="list-style-type: none"> • Comments and ask questions about their familiar world • Can talk about some of things they have observed • Develop an understanding of growth, decay and changes over time • Shows care for living things for living things and the environment • Makes observations of animals • Talk about features of own environment and how environments might vary from one another 	<p>Minibeasts</p> <ul style="list-style-type: none"> • Talk about things they have observed - plants, animals etc • Talk about why things happen and how things work • Show care and concern for living things in the environment • Makes observations of animals • Explain why things occur and talk about changes

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<p>UW - People & communities</p>	<p>All About Me</p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions • Know they have similarities and differences that connect them to, and distinguish them from others • Shows interest in lives of people who are familiar to them • Remember and talk about significant events in their own experience • Know some things that make ourselves unique • Knows some of things that makes them unique. Talk about similarities and differences between us 	<p>Christmas</p> <ul style="list-style-type: none"> • Shows interest in lives of people who are familiar to them • Remembers and talks about significant events in own experiences • Talk about similarities family customs and routines. 	<p>Chinese New Year</p> <ul style="list-style-type: none"> • Shows interest in lives of people who are familiar to them • Remembers and talks about significant events in own experiences • Recognises significant times or events • Talk about similarities family customs and routines. 	<p>Mother's Day</p> <ul style="list-style-type: none"> • Shows interest in lives of people who are familiar to them • Remembers and talks about significant events in own experiences • Recognises and describes significant times or events • Know about similarities and differences among families customs and routines. 	<p>People Who Help Us</p> <ul style="list-style-type: none"> • Shows interest in lives of people who are familiar to them • Remembers and talks about significant events in own experiences • Recognises and describes significant times or events • Shows interest in different ways of occupations and ways of life. • Know about similarities and differences among communities 	<ul style="list-style-type: none"> • Remember and talk about significant events in their own experience • Shows interest in different ways of occupations and ways of life. • Know some things that make ourselves unique • Talk about similarities and differences between us • Knows some of things that makes them unique. Talk about past events in own lives and family members
<p>UW - Technology</p>	<ul style="list-style-type: none"> • Operates simple ICT equipment • Operates mechanical toys • Shows interest in technological toys • Shows skills in making toys work - ie tagpens 	<ul style="list-style-type: none"> • Shows interest in technological toys • Knows how to operate simple equipment • Knows information can be retrieved from computers • Can complete a simple program - firework pictures 	<ul style="list-style-type: none"> • Shows interest in technological toys • Knows how to operate simple equipment • Knows how to operate simple objects <p>Uses ICT hardware ie ipads</p>	<ul style="list-style-type: none"> • Shows interest in technological toys • Knows how to operate simple equipment • Knows how to operate simple objects • Knows that information can be retrieved from computers • Knows a range of technology is used in a variety of different places - Technology at Home Questionnaire 	<ul style="list-style-type: none"> • Shows interest in technological toys • Knows how to operate simple equipment • Knows how to operate simple objects • Knows that information can be retrieved from computers • Select and use technology for a particular purpose 	<ul style="list-style-type: none"> • Shows interest in technological toys • Knows how to operate simple equipment • Knows how to operate simple objects • Knows that information can be retrieved from computers • Shows skills in making toys work • Select and use technology for a particular purpose - minibeast photos
<p>EAD</p>	<ul style="list-style-type: none"> • Joins in favourite songs • Shows interest in the way musical instruments sound. • Experiments with blocks, colours and marks • Begin to use representation to communicate 	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games • Sings a few familiar songs • Begins to move rhythmically • Imitates movement in response to music • Tapes out simple repeated rhythms 	<ul style="list-style-type: none"> • Explores and learns how sounds can be changed • Explores colour and how colour can be changed • Uses various construction materials • Begins to construct, stacking blocks vertically and horizontally, .making enclosures and creating 	<ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects • Begins to construct, stacking blocks vertically and horizontally, .making enclosures and creating spaces 	<ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects • Begins to construct, stacking blocks vertically and horizontally, .making enclosures and creating spaces • Joins construction pieces 	<ul style="list-style-type: none"> • Using tools for a purpose • Explore colour • Use colour for a purpose • Explore and create texture • Engages in imaginative role-play based on own first-hand experiences • Build stories around toys • Uses available resources to



EYFS Curriculum Overview

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

The themes/topics shown may change according to the children's needs and interests. Please read the class newsletters with the attached guide to your child's learning each half term.