

Curriculum Overview

EYFS and KS1, 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	<i>Honesty</i>	<i>Trust</i>	<i>Respect</i>	<i>Kindness</i>	<i>All Together</i>	<i>Independence</i>
Holistic Curriculum Context for Learning	All about me (Everyone Counts)	People who help us (Important People)	Reach for the stars (Dreams and Goals)	Growing (Ready, Steady, Go)	Superheroes (Altogether Better)	Going places (Growing and Going)
Whole school Events	Art week	Christmas Performances	Music Week	Book Week	Diversity and Pride Week	Performing Arts Week
Inspiration Day	Rainbow Day	Dress up! Home corner / vets	Astronaut Day	Local allotments	Superhero Day	Visits Around School
End of Term Celebration		Christmas	Sharing afternoon			Class parties
PSED	Children settle in and getting to know children and their interests Children begin to manage some self-care skills with increasing independence Children begin to understand limit setting and the need to play safely Children form positive and supportive attachments with adults	Children demonstrate or talk about their own feelings and begin to allow adults to support this Children select and use resources, asking for help when needed, with increasing confidence and independence Begin to form relationships with other adults and friendships with children <i>Diwali</i>	Children express own feelings with support and begin to allow adults to support their own emotions Children manage more of their self-care skills with increasing independence. Children begin to share resources, time and adults with support <i>Chinese New Year</i>	Children develop their sense of responsibility and being part of a community Children make some healthy choices when eating and dressing for weather Children begin to play cooperatively with support at a familiar activity <i>Easter</i>	Children are supported to think and talk about emotions and feelings during times of transition and change Children celebrate own skills and sharing these with others. Children understand the effect of exercise on the body and keeping safe in the sun	Children begin to play cooperatively with other children at a familiar activity with support, children are supported to find solutions to conflicts. Children demonstrate that they are increasingly able to follow the rules, why they are important and do not always need an adult to remind them of the rule.

		<i>Christmas</i>				
Communication and Language	<p>Children develop listening and attention skills - listen to, join in and respond to music, stories, rhymes and songs</p> <p>Children develop vocabulary linked to interests/families</p> <p>Children use different communication skills and resources</p>	<p>Children develop attention skills, focusing on an activity for an appropriate amount of time</p> <p>Children develop language skills through songs, rhymes and stories.</p> <p>Children develop vocabulary related to people who help us</p>	<p>Children listen to familiar stories and be able using props and visuals recall what happens and some of the refrains</p> <p>Children develop language through talking, requesting activities.</p> <p>Children develop language related to space and theme</p>	<p>Children develop attention skills, focusing on an activity for an appropriate amount of time.</p> <p>Children listen to stories, use visuals/props/instruments to support this.</p> <p>Children develop language related to growing and life cycles</p> <p>Children begin to understand a question or instruction that has two parts</p>	<p>Children enjoy listening to stories and begin to show they remember much of what happens using props and symbols</p> <p>Children begin to show an understanding of simple questions - where, what,</p> <p>Children use communication to organise their play, through talk, gestures and symbols</p>	<p>Children develop attention skills and will increasingly focus on an adult led activity in a small group</p> <p>Children enjoy listening to familiar and new stories and</p> <p>Children begin to use longer sentences</p> <p>Children begin to take more turns in a conversation with a familiar adult</p> <p>Children begin to use new vocabulary throughout the day</p>
Literacy	<p>Children share songs, stories, rhymes and information books connected to their interests with adults</p> <p>Children enjoy sharing books with adults and friends</p> <p>Children develop gross and fine motor skills and use different media to mark make</p>	<p>Children begin to become familiar with stories, songs, and rhymes and begin to join in with them and respond to them in play.</p> <p>Children begin to show an awareness that print has meaning and different purposes</p> <p>Children begin to mark make with a purpose</p>	<p>Children begin to re-tell familiar stories, songs and rhymes using props to help and act them out.</p> <p>Children begin to show an awareness that print is read from left to right and top to bottom</p> <p>Children make marks inside and outside using different media and linked to stories and activities.</p>	<p>Children to listen and show an interest in stories, rhymes and information books about caterpillars/butterflies, water and transitions – focusing on text and words</p> <p>rite and make their own books and stories</p> <p>Children begin to orally blend words to play games</p>	<p>Children begin to engage in conversations and activities from stories, rhymes and information books about space and superheroes– focusing on text and words (C);</p> <p>Children begin to write and make their own books and stories</p>	<p>Children begin to engage in longer conversations and activities from stories, rhymes and information books about going places</p> <p>Children write some or all of their name</p> <p>Children begin to write some letters accurately</p> <p>Children begin to recognise words with the same initial sound</p>

		Children explore sounds using instruments and bodies	Children use voices to make sounds for objects and animals	Children begin to develop their phonological awareness by clapping syllables in a word	Children begin to explore rhyming words Children continue to begin to orally blend words	Children orally blend some cvc words to match to a object to play games
Texts	Goldilocks and The Three Bears The Tiger Who Came to Tea Avocado Baby/ Peepo! Peace at Last Where's Lenny? See What I Can Do! by Jon Roberts and Hannah Rounding	Emergency! Doctor/Dentist/Vet first experiences Maisie Goes to Hospital Usborne - Peep Inside a Fire Engine Snow/Christmas - We're Going on a Present Hunt	Five Little Men in a Flying Saucer Whatever Next Look Up Shark in the Park/Shark in the Park in the Dark	Errols Garden Jack and The Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar The Little Red Hen	Little Rabbit Foo Foo Supertato The Three Billy Goats Gruff Please Mr Panda Farmer Duck George Saves the World by Lunchtime	Car, Car Truck, Jeep/ the Wheels on the Bus The Big Red Bus, Naughty Bus Mr Gumpy's Outing/Motor Car The Train Ride
Physical Development (PD) -Gross Motor Skills -Fine Motor Skills	Children develop large muscle movement and practise new ways of moving, Children begin to learn how to move around the school environment safely Children develop small and fine muscles in wrists/hands. Children begin to develop independent self-care skills supported by an adult.	Children develop balance, strength and spatial awareness, develop control and manipulation of wheeled toys, Children engage in collaborative games supported by an adult Children begin to use new tools, techniques and media, Children develop hand eye-coordination, Children become	Children learn how to navigate the garden and use equipment safely in wet/slippery conditions, Children learn to keep body warm in winter through being active and how to manage their clothing. Children continue to develop muscles and develop rhythm and pleasure in movement Children grasp/hold/explore a	Children begin to take part in some group activities Children begging to collaborate with others to move large items safely Children match their developing physical skills to tasks and activities in the setting. Children use large-muscle movements to wave flags and streamers, paint and make marks	Children develop overall body strength, balance, coordination and agility further develop confidence in own physical skills Children practise arm movements in different directions – up, over, around, down Children refine small motor skills and use a range of tools competently, safely and confidently. Children	Children further develop confidence in own physical skills Children are increasingly independent in managing their self-care needs and clothing Children make healthy choices about food, drink, activity and toothbrushing

		increasingly independent in self-care skills	range of small resources to strengthen muscles in fingers and hands, Children begin to make marks in purposeful mark making opportunities using a dominant hand			
Maths	Children use props and actions to count in finger rhymes and number rhymes Children recite numbers in sequence when playing games and singing number songs Children explore shape, space and measures in play and begin to use mathematical language connected Children begin to use mathematical language in play, e.g. more, round, behind, full, two and longer	Children begin to recognise two or three objects without counting them (subitise) Children explore simple patterns in the environment, nature and in sounds and music and begin to use language connected Children continue to use mathematical language in play, e.g. more, round, behind, full, two and longer Children compare quantities using language such as more than or fewer Children explore and compare the size and length of different objects.	Children begin to count a group of objects supported by an adult to show 1:1 correspondence. Children say or indicate how many are in a group Children make arrangements with objects to order to facilitate counting Children explore 2d and 3d shapes in play Children explore spatial and positional language through play Children begin to solve a real life mathematical problem Children order a simple sequence of familiar events	Children begin to link numerals and amounts of objects up to 5 Children have opportunities to explore number patterns Children begin to make comparisons in capacity, volume and weight Children make patterns in creative ways including repeated and symmetrical patterns Children begin to describe a sequence of events, real or fictional using words 'first', 'then'	Children begin to link numerals and amounts of objects up to 5 and beyond Children have opportunities to explore number patterns shapes Children begin to extend and create abab patterns and correct an error in a repeating pattern Children explore 2d and 3d shapes using informal or mathematical language	Begin to link numerals and amounts of objects up to 10 and beyond have opportunities to explore number patterns (NP); make comparisons in capacity, volume and weight (SSM); Children extend and create abab patterns and correct an error in a repeating pattern Children describe a sequence of events, real or fictional Children begin to solve real life mathematical problems

<p>Understanding the World (UTW) -People and Communities -The World -Scientific Enquiry -ICT</p>	<p>Make connections between the features of their family and other families, Develop positive attitudes about the differences between people Children look at baby images of different people and talk about then and now,</p>	<p>Children talk about their families and relatives - how they have changed over time Children celebrate similarities and differences between people whatever their race, gender, ability or religion To know what light can do, e.g. shadows and reflections, to know there are variety of light sources To begin to sequence their day</p>	<p>Children learn that each person is unique and special – however we have similarities and differences (PCC); Know and understand the changing state of water and other materials Explore a range of natural materials using their sense</p>	<p>Children begin to know and understand the lifecycle of a butterfly Children plant seeds and care for growing plants Children begin to explore water and understand the water cycle and water conservation</p>	<p>Children explore how things work Children explore collections of materials and/or different properties Children begin to understand the need to respect and care for the natural environment and living things</p>	<p>Children think about their time at nursery, their memories and what they have learned so far (PP); children are aware of special places in their local community and why they are important ; Children know that there are different countries in the world and talk about the differences they have experiences or seen in photos</p>
<p>Expressive Arts and Design (EAD) -Creative Performance -Media and Materials -Design and Technology -Creative Expression</p>	<p>Children learn to use tools and equipment Children explore paint, using fingers and other body parts as well as brushes and other tools Children move and dance to music Children begin to play instruments with increasing control to express their feelings and ideas. Children will begin to play with small world equipment and</p>	<p>Children explore colour and colour mixing Children begin to know how to use different media and materials to create shades, colours and effects Children explore their voices and enjoy making sounds. Children enjoy and take part in action songs. Children listen with increased attention to sounds</p>	<p>Children begin to use different painting and printing techniques Children develop pretend play, pretending one object represents another; Children begin to develop stories using small world resources like animals, dolls and dolls’ houses, etc; make imaginative and complex ‘small worlds’ with blocks</p>	<p>Children begin to remember and sing entire songs Children join different materials and explore different textures Children continue to develop stories using small world resources like animals, dolls and dolls’ houses, etc; make imaginative and complex ‘small worlds’ with blocks and construction kits, such as cities with parks</p>	<p>Children develop their own ideas and decide which materials to use with support. Children draw using different mark making techniques and different media and materials – using a variety of lines and shapes Children begin to show different emotions in their drawing and paintings</p>	<p>Children draw with increased detail. Children develop stories using small world resources like animals, dolls and dolls’ houses, etc; make imaginative and complex ‘small worlds’ with blocks and construction kits, such as cities with parks Children remember and sing or join in with actions of entire songs and create</p>

	explore blocks and some construction kits	and respond to what they have heard. Children begin to explore simple pretend play, using an object to represent something else.	and construction kits, such as cities with parks Children begin to use closed shapes with continuous lines, and use these shapes to represent objects	Children begin to draw with increasing complexity and some detail, such as representing a face with a circle and including some detail	Children begin to respond to what they have heard, expressing their thoughts and feelings.	their own songs based on songs they know. Children play some instruments with increasing control
Interactions -Communication Book -Play Development -Symbol Exchange -Transition	Attention Autism	Attention Autism BLAST	Attention Autism BLAST	Attention Autism BLAST	Attention Autism BLAST	Attention Autism BLAST
Signalong signs	help, more, toilet, drink, home, where	coat, happy, sad, together, look, what	sitting, build, draw, paint, bike, who	grow caterpillar butterfly frog baby when	please thank you star go stop	car bus train boat with
Proposed Trips, Visits, Authentic Outcomes	Our local area	Visit a fire station		Farm visit Zoolab visit	Superhero party	Bus visits (environment)