

Curriculum Overview

EYFS and KS1, 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	<i>Respect</i>	<i>Trust</i>	<i>Honesty</i>	<i>Positivity</i>	<i>Kindness</i>	<i>Independence</i>
Holistic Curriculum Context for Learning	Families	Weather	Once upon a time	Toys, toys, toys	Down on the farm	Transport
Whole school Events	Art week	Christmas Performance	Reading Week	Autism Acceptance	Diversity and Pride Week	Performing Arts Week
PSED	<p>Children settle in and getting to know children and their interests</p> <p>Children begin to manage some self-care skills with increasing independence</p> <p>Children begin to understand limit setting and the need to play safely</p> <p>Children form positive and supportive attachments with adults</p> <p>RSHE: Self awareness</p>	<p>Children demonstrate or talk about their own feelings and begin to allow adults to support this</p> <p>Children select and use resources, asking for help when needed, with increasing confidence and independence</p> <p>Begin to form relationships with other adults and friendships with children</p> <p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful</p>	<p>Children express own feelings with support and begin to allow adults to support their own emotions</p> <p>Children manage more of their self-care skills with increasing independence.</p> <p>Children begin to share resources, time and adults with support</p> <p>RSHE: The world we live in</p>	<p>Children develop their sense of responsibility and being part of a community</p> <p>Children make some healthy choices when eating and dressing for weather</p> <p>Children begin to play cooperatively with support at a familiar activity</p> <p><i>Easter</i></p> <p>RSHE: selfcare, support and safety</p>	<p>Children are supported to think and talk about emotions and feelings during times of transition and change</p> <p>Children celebrate their own skills and share these with others. Children understand the effect of exercise on the body and keeping safe in the sun</p> <p>RSHE: healthy lifestyles</p>	<p>Children begin to play cooperatively with other children at a familiar activity with support, children are supported to find solutions to conflicts.</p> <p>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.</p> <p>RSHE: changing and growing</p>

		relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. RSHE: managing feelings				
Communication and Language	Children develop listening and attention skills - listen to, join in and respond to music, stories, rhymes and songs Children develop vocabulary linked to interests/families Children use different communication skills and resources	Children develop attention skills, focusing on an activity for an appropriate amount of time Children develop language skills through songs, rhymes and stories. Children develop vocabulary related to people who help us	Children listen to familiar stories and be able to using props and visuals recall what happens and some of the refrains, develop language through talking, requesting activities. Children develop language related to the themes and stories. Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion. Understand how to listen carefully and why listening is	Children develop attention skills, focusing on an activity for an appropriate amount of time. Children listen to stories, use visuals/props/instruments to support this. Children develop language related to growing. Children begin to understand a question or instruction that has two parts	Children enjoy listening to stories and begin to show they remember much of what happens using props and symbols Children begin to show an understanding of simple questions - where, what, Children use communication to organise their play, through talk, gestures and symbols	Children develop attention skills and will increasingly focus on an adult led activity in a small group Children enjoy listening to familiar and new stories and Children begin to use longer sentences Children begin to take more turns in a conversation with a familiar adult Children begin to use new vocabulary throughout the day

			important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary			
Literacy	Children share songs, stories, rhymes and information books connected to their interests with adults Children enjoy sharing books with adults and friends Children develop gross and fine motor skills and use different media to mark make	Children begin to become familiar with stories, songs, and rhymes and begin to join in with them and respond to them in play. Children begin to show an awareness that print has meaning and different purposes Children begin to mark make with a purpose Children explore sounds using instruments and bodies	Children begin to retell familiar stories, songs and rhymes using props to help and act them out. Children begin to show an awareness that print is read from left to right and top to bottom Children make marks inside and outside using different media and linked to stories and activities. Children use voices to make sounds for objects and animals	Children to listen and show an interest in stories, rhymes and information books about growing focusing on text and words write and make their own books and stories Children begin to orally blend words to play games Children begin to develop their phonological awareness by clapping syllables in a word	Children begin to engage in conversations and activities from stories, rhymes and information books about the natural world focusing on text and words (C); Children begin to write and make their own books and stories Children begin to explore rhyming words Children continue to begin to orally blend words	Children begin to engage in longer conversations and activities from stories, rhymes and information books about going places Children write some or all of their name Children begin to write some letters accurately Children begin to recognise words with the same initial sound Children orally blend some cvc words to match to a object to play games
Texts	My many coloured days - Dr Seuss My colour is rainbow - Agnes Hsu It's okay to be different by Todd Parr	Elmer's weather (hardback) by David McKee Seasons by Hannah Pang	Each peach pear plum by Allan Ahlberg Goldilocks and the three bears 3 little pigs	Where's my teddy? By Jez Alborough Kipper's toybox by Mick Inpen	Who's on the farm (lift the flap) by Julia Donaldson What the ladybird heard (lift the flap) by Julia Donaldson	Duck in a truck By Jez Alborough Naughty bus by Jan Oke

	<p>Be who you are by Todd Parr</p> <p>Mummy finger, where are you? Finger family songs</p> <p>The family book - Todd Parr</p> <p>Families: A lift the flap book</p>	<p>Wacky weather by Dr Seuss</p> <p>My first weather. Lift the flap book</p> <p>It's raining it's pouring</p> <p>I hear thunder</p>	<p>The gingerbread man</p> <p>Little red riding hood</p>		<p>Oh dear by Rod Campbell</p>	<p>Red lorry, yellow lorry by Michelle Robinson</p> <p>We all go travelling by by Sheena Roberts</p>
<p>Physical Development (PD) -Gross Motor Skills -Fine Motor Skills</p>	<p>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.</p>	<p>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 increasingly independent in self-care skills</p>	<p>Children learn how to navigate the garden and use equipment safely in wet/slippery conditions, Children learn to keep their 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 range of small resources to strengthen muscles in fingers and hands,</p>	<p>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</p>	<p>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</p>	<p>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</p>

			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
Understanding the World (UTW) -People and Communities -The World -Scientific Enquiry -ICT	Make connections between the features of their family and other families,	Children talk about their families and relatives - how they have changed over time	Children learn that each person is unique and special – however we have	Children will talk about members of their immediate family and community.	Children explore how things work Children explore collections of	Children think about their time at school, their memories and what they have learned so far

	<p>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 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 Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>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>They will recognise some similarities and differences between life in this country and life in other countries.</p>	<p>materials and/or different properties 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>Children begin to understand the need to respect and care for the natural environment and living things</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</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</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</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</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</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</p>

	<p>Children begin to play instruments with increasing control to express their feelings and ideas.</p> <p>Children will begin to play with small world equipment and explore blocks and some construction kits</p> <p>Focus on Kandinsky</p>	<p>Children explore their voices and enjoy making sounds. Children enjoy and take part in action songs. Children listen with increased attention to sounds and respond to what they have heard. Children begin to explore simple pretend play, using an object to represent something else.</p>	<p>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 begin to use closed shapes with continuous lines, and use these shapes to represent objects</p>	<p>dolls' houses, etc; make imaginative and complex 'small worlds' with blocks and construction kits, such as cities with parks</p> <p>Children begin to draw with increasing complexity and some detail, such as representing a face with a circle and including some detail</p>	<p>a variety of lines and shapes</p> <p>Children begin to show different emotions in their drawing and paintings</p> <p>Children begin to respond to what they have heard, expressing their thoughts and feelings.</p>	<p>and construction kits, such as cities with parks</p> <p>Children remember and sing or join in with actions of entire songs and create their own songs based on songs they know.</p> <p>Children play some instruments with increasing control</p>
<p>Interactions</p> <ul style="list-style-type: none"> -Communication Book -Play Development -Symbol Exchange -Transition 	<p>Attention Autism</p>	<p>Attention Autism BLAST</p>	<p>Attention Autism BLAST</p>	<p>Attention Autism BLAST</p>	<p>Attention Autism BLAST</p>	<p>Attention Autism BLAST</p>