

EYFS Curriculum Overview 2018-19

Areas of learning/Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Cottages to Caravans	Let's Party	Over the Rainbow	Aliens	Down at the bottom of the Garden	Yum Yum in my Tum
Communication and Language (Prime)	<p>Talking about themselves and their own history to date; Family and relationships;</p> <p>Begin to talk to a group.</p> <p>Role-play area set up as a home corner for children to further explore relationships through talk – planning and negotiating play;</p>	<p>Children share own personal experiences of celebrations; listen to others ideas; follow instructions of more than one step; predict and change story endings; share ideas with group.</p>	<p>Children share own personal experiences of different types of weather; listen to others ideas; follow instructions of more than one step; predict and talk about their observations; share ideas with group using new vocabulary.</p>	<p>Role-play area set up as a shop for children to further explore familiar businesses within Fulwood and the concept of money; build relationships through talk – planning and negotiating play; ask question about local area; group interventions to encourage children with EAL or those who find verbal communication more difficult. Develop language and understanding skills using story boxes and talking tubs.</p>	<p>Children share own personal experiences of pets; listen to others ideas; follow instructions of more than one step; predict and change story endings; share and discuss ideas with group using new vocabulary.</p>	<p>Listening to a range of stories and guest speakers; asking questions in response to events; sharing their cultural traditions and knowledge of food and different environments.</p>
Physical Development (Prime)	<p>Work co-operatively, taking turns, sharing fairly, planning use of resources, negotiating and exploring to also promote/extend physical development</p>	<p>Children explore movements related to fireworks & in move in time to cultural music; develop firmer pencil grip when writing; explore a range of food eaten at different celebrations; learn importance of washing hands prior to preparing and eating food.</p>	<p>Children experiment with different ways of moving during weather related dances, continue to develop fine and gross motor skills.</p>	<p>Work co-operatively, taking turns, sharing fairly, planning use of resources, negotiating and exploring to also promote/extend physical development. Group interventions to develop pen grip, letter formation, cutting skills.</p>	<p>Children explore movements related to animals & in move in time to music; develop firmer pencil grip when writing; explore a range of healthy foods and what plants need to grow; learn importance of washing hands prior to preparing and eating food.</p>	<p>Explore the effect of exercise on our bodies and the importance of warming up and cooling down. Compare different food types and the benefits to our body that each type can bring. Small fine motor activities, such as using tweezers to remove or add pretend teeth, creating colourful smoothie art using small seeds etc.</p>

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<p>Personal, Social and Emotional Development (Prime)</p>	<p>Finding out about each other What is special for them and through this what is special to others in class; Individual interests</p>	<p>Outdoor classroom: work co-operatively; taking turns, sharing fairly; planning use of resources; negotiating and exploring to also promote/extend physical development; using what they know in their play by playing 'schools'; explore torches in dark dens.</p>	<p>Work co-operatively; taking turns, sharing fairly; planning use of resources; negotiating and exploring to also promote/extend physical development; using what they know in their play with weather related resources such as windy whirlers and parachute games</p>	<p>Confident to speak to others about own needs, wants, interests and opinions. Share own ideas and discuss a variety of stories related to both the Christian and Hindu faiths</p>	<p>Work co-operatively; taking turns, sharing fairly; planning use of resources; exploring animal movements to promote/ extend physical development; digging beds, planting and nurturing flowers; building & monitoring of bug hotel.</p>	<p>Children have the opportunity to try a variety of foods, say which they prefer and which they like least. Compare different social situations through the characters in a variety of stories- such as I Will Not Ever Never Eat a Tomato, and suggest different ways of dealing with given situations.</p>
<p>Literacy (Specific)</p>	<p>Traditional tales- books , puppets, small world, writing caption for homes posters, emergent letter writing, writing porridge recipe</p>	<p>Safety instructions; create own version of The Enormous Turnip; Rama & Sita story stimulating work related to 'goodies and baddies'; write invitations & thank you letters; follow and create recipes.</p>	<p>Following and creating instructions; exploring weather related stories and rhymes (Incy, Wincy Spider), writing thoughts and feelings to create a wish tree.</p>	<p>Using imagination; reading clues; writing descriptions of aliens; Daily phonics and story sessions;</p>	<p>Instructions explaining how to care for a pet bug; Labels & instruction manuals related to plants & animals in bug hotel in Outside Classroom; adapt stories to create own versions, such as alternative food The Hungry Caterpillar may have eaten and What the Ladybird Heard if she was at the park etc; character descriptions related to film It's a Bug's Life.</p>	<p>A variety of stories relating to staying healthy and different foods e.g. Handa's Surprise, Oliver's Vegetables, Oliver's Milkshake, Ketchup on my cornflakes; non-fiction books such as Bean Diary containing instructions for care and how plants change over time; create shopping lists and recipes; Create simile poems describing different fruits.</p>
<p>Mathematics (Specific)</p>	<p>House door numbers, counting, ordering objects by size, measuring towers, repeating patterns to decorate gingerbread houses,</p>	<p>Identify & describe flat & solid shapes for rockets; measure length of vegetables; weigh toys and ingredients;</p>	<p>Daily activities related to counting, addition & subtraction; sequencing days of the week; measuring</p>	<p>Alien addition and subtraction problems; counting forwards and backwards; symmetrical pictures of aliens; aliens love underpants story as</p>	<p>Measure length of snail trails & plants; sell plants in role play shop finding different ways of making totals using money; doubling</p>	<p>Finding halves and quarters of an amount; doubling and halving the quantities in a recipe; problems involving money and change given;</p>

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	2-d shape houses, 3-d house construction	symmetrical & repeating Rangoli patterns; daily activities related to counting, addition & subtraction; sequencing days of the week; months of the year; to find different ways of making totals using money.	capacity, patterns and pictures related colours	stimulus for pattern work.	ladybird spots; pictogram of animals found in the Bug Hotel; symmetrical butterfly patterns; daily activities related to counting, addition & subtraction.	subtraction problems related to The Hungry Caterpillar with fruit being subtracted.
Understanding of the World (Specific)	Listening and asking questions to find out what life in a typical house was like 70 years ago, looking at photos/posters, reading non-fiction books to find out about similarities and differences in houses around the world, using camera to record their work, photograph houses	Explore history of Bonfire Night; investigate light & dark through shadow puppets & torches; use photos & videos to record work; create an algorithm for building a Lego toy and debug; explore how celebrations differ between cultures.	Explore different types of weather, looking closely at similarities, differences, patterns and change; use photos & videos to record work; carry out colour investigations to learn about changes over time. Using stories from other cultures as a stimulus for discussion.	Observational drawings of local landmarks; find out about area around school using various forms e.g. internet, visitors; People and communities: purpose of each business surrounding school and when we would need their services – Leisure Centre, Shops, Dentist; 'Forest school' activities.	Plant and nurture flowers and vegetables in the Outside Classroom- changes over time; animal lifecycles & variety of habitats.	Take photos of changes to plants over time; compare the climate of different places around the world where food is produced; use senses to compare different foods; explore where food is produced; make and design own salad; explore how exercise effects our body.
Expressive Arts and Design (Specific)	Painting, drawing, constructing different houses, role play/puppets small world to retell stories and create their own, sand / water play with household containers, teapots etc.	Retell stories through role play; create model rockets; explore textures and patterns through clay divas & Rangoli designs; create movement to music related to firework sounds and cultural dances.	Retell stories through role play; explore textures, patterns and ideas through transparent and solid materials. Children explore movements related to the weather and explore their expressive ideas linking to music. Rainmakers and rain/ribbon dances.	Regular music and dance sessions with adult leader; Access to outdoor area to explore equipment and resources sometimes with adult support. Exploration of environmental changes in Spring.	Retell stories through role play; build animal shelters; explore textures and patterns by creating own animal art; use different body parts to move like animals and keep in time with music.	Create own packed lunch; experiment with different materials and textures to create a layered smoothie.

