

# EYFS Curriculum Overview 2024/2025



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Marvellous Me!</b> 	<b>In the Night sky</b> 	<b>Our World</b> 	<b>New Life, New Beginnings</b> 	<b>Amazing Animals</b> 	<b>Fun at the Seaside!</b> 
<b>Focus topics</b>	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind Autumn	Celebrations Space Light and Dark Winter	Climates Polar regions Contrasting environments	The Little Red Hen The Magic Porridge Pot Fantasy creatures The Great Outdoors Recycling Signs of Spring Chicks	Healthy Eating Growing Life Cycles Animals around the world Animal patterns Habitats Customs around the world	Summer Underwater worlds Travel Transport Forces
<b>'Wow' moments / Key Events</b>	Transition Birthdays Harvest Autumn Trail Halloween	Remembrance Day Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit	Winter Walk Valentines Day Chinese New Year Food tasting – different cultures	Pancake Day World Book Day Mother's Day Easter Internet Safety Day Easter Egg Hunt	Caterpillar transformation Food tasting – different cultures Father's Day School Trip?? St George's Day (25.4) King's birthday (8.6)	Pirate Fun Day Transition Healthy Eating Week World Environment Day Enterprise Week Sports Day
<b>Talk Through Stories Texts</b>	Ruby's Worry  Owl Babies	On Sudden Hill  Astro Girl  Nativity	Blue Penguin  Yucky Worms  Goldilocks	Errols Garden  The Leopard's Drum  Easter story	What the Ladybird Heard  We're Going on a Bear Hunt  Hansel and Gretel	Billy's Bucket  Please Mr Magic Fish  The Three Billy Goats Gruff
<b>Other Key Texts</b>	The Colour Monster Dogger Cottonwool Colin My Monster and Me Elmer Five Minutes Peace	Cops and Robbers Funnybones stories Rama and Sita The Jolly Christmas Postman Christmas Stories	Can't You Sleep Little Bear? Penguin Small	The Tiny Seed Oliver's Vegetables One Plastic Bag Jasper's Beanstalk Titch Billy and the Dragon After the Fall	The Very Hungry Caterpillar Argh Spider! Diary of a Wombat Click Clack Moo Rainbow fish	The Snail and the Whale How to be a Viking Hugless Douglas



<p><b>Literacy - Comprehension</b></p>	<p><b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.  <i>Actions to retell the story.</i> <i>Story Maps.</i></p>	<p><b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.  <i>Information leaflets about animals in the garden/plants and growing.</i> <i>World Book Day Activities.</i> <i>Timeline of how plants grow.</i></p>	<p><b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
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<p><b>Literacy - Word Reading</b></p>	<p>Taught through RWinc. Assessed and grouped by ability.</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p>Development matters statements for reading.</p>				
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<p><b>Literacy – Writing</b></p>	<p><b>Representing name and initial letter sounds.</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p><b>Writing CVC words.</b> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p><b>Caption Writing and Tricky Words.</b> Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p><b>Begin to write simple sentences. ‘Hold and write a sentence’.</b> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p><b>Writing simple sentences. ‘Hold and write a sentence’.</b> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p><b>Writing simple sentences and phrases that can be read by others.</b> Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. <b>Write recognisable letters, most of which are correctly formed.</b> <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p>
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Mathematics	Baseline assessments.	White Rose weeks 7-8 1,2,3 its me.	White Rose weeks 1-2 Alive in 5	White Rose Weeks 8-10 Building 9 and 10	White Rose weeks 1-2 To 20 and beyond	White Rose weeks 8-10 Visualise, build and map
	<p><b>White Rose weeks 1-2 Getting to Know you.</b> One to one recognition for counting. Recognition of the digits 1-10 Counting to 10 and beyond. Routine timings.</p> <p><b>White Rose weeks 3-4 Match sort and compare</b> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules</p> <p><b>White Rose weeks 5-6 Talk about measure and patterns</b> Compare size Compare mass Compare capacity Explore patterns Copy and continue simple patterns Create simple patterns</p> <p><b>NCETM Week 1 -3 from week 4.</b> Wk 1 Subitising Wk2 Counting, ordinality and cardinality. Wk 3 Composition</p> <p><b>Songs:</b> 1 tomato, 2 tomatoes (BBC) 1 man went to mow (BBC) 1 Big Hippo (BBC) Maths Intro: <a href="#">Funky Counting Song   Numbers 1-10   The Singing Walrus</a></p>	<p><b>White Rose weeks 9 Circles and triangles</b> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><b>White Rose Weeks 10 - 11 1,2,3,4,5</b> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 -5</p> <p><b>White Rose Weeks 12 Shapes with 4 sides</b> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment Day and night</p> <p><b>NCETM week 4- 9</b> WK 4 Subitising Wk 5 comparison Wk 6 counting, ordinality and cardinality. Wk7 Comparison Wk8 Composition Wk 9 composition</p> <p><b>Songs:</b> 5 little men in a flying saucer (BBC) 5 Little ducks (BBC) 5 Currant buns (BBC) Maths Intro: <a href="#">Funky Counting Song   Numbers 1-10   The Singing Walrus</a></p> <p>Christmas counting songs.</p>	<p><b>White Rose weeks 3 Mass and capacity</b> Comparing mass Find balance Explore capacity Comparing capacity</p> <p><b>White Rose weeks 4-5 Growing 6,7,8</b> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Making pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combining two groups Conceptual subitising</p> <p><b>White Rose weeks 6-7 Length, height and time</b> Explore length Compare length Compare height Talk about time Order and sequence time</p> <p><b>NCETM weeks 10 – 15</b> Wk 10 counting ordinality and cardinality Wk11 subitising Wk 12 counting ordinality and cardinality Wk 13 composition Wk 14 composition Wk 15 comparison</p> <p><b>Songs:</b> Ten fat sausages (BBC) Alice the Camel. <a href="#">Alice The Camel - Nursery Rhyme with Karaoke</a> Ten in a bed (BBC) The ants go marching (<a href="#">The ants go marching one by one song   Ants at war (youtube.com)</a>) Maths Intro: 1 to 10 Penguins <a href="#">Counting 1 to 10   Number Songs   PINKFONG Songs for Children</a></p>	<p><b>White Rose weeks 11– 12 Explore 3D shape</b> Recognise and name 3d shape Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Continue and copy patterns Patterns in the environment</p> <p><b>NCETM weeks 16 – 21</b> Wk 16 counting ordinality and cardinality Wk 17 comparison Wk 18 composition Wk 19 subitising Wk20 composition Wk 21 counting ordinality and cardinality</p> <p><b>Songs:</b> Ten green bottles (BBC) One, two buckle my shoe (BBC)</p>	<p><b>White Rose weeks 3 How many now?</b> Add more How many did I add? Take away How many did I take away?</p> <p><b>White Rose weeks 4-5 Manipulate, compose and decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shape Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p> <p><b>White Rose weeks 6-7 Sharing and grouping</b> Explre sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p><b>NCETM weeks 22 -25</b> Wk 22 subitising Wk 23 composition Wk 24 composition Wk 25 comparison</p>	<p>Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping</p> <p><b>White Rose weeks 11 Make connections</b> Deepen understanding Patterns and relationships</p> <p><b>NCETM review</b> Subising Comparison Composition Counting ordinality and cardinality</p>



<p><b>Communication and Language</b></p>	<p><b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</b></p>					
	<p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment.</p>	<p>Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.</p>	<p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>	<p>Able to talk about own abilities in positive way. <b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</b></p>
<p><b>Physical Development</b></p>	<p><b>Cooperation and Moving Gross Motor:</b> Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>	<p><b>Ball Skills and Wheeled Toys Gross Motor:</b> Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</p>	<p><b>Ball Skills and Moving to Music Gross Motor:</b> Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p>	<p><b>Balance Gross Motor:</b> Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p><b>Obstacles Gross Motor:</b> Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.</p>	<p><b>Team games Gross Motor:</b> Races / team games involving gross motor movements dance related activities. Gymnastics / Balance <b>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>
	<p><b>Fine Motor:</b> Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p><b>Fine Motor:</b> Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p><b>Fine Motor:</b> Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>

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<b>Personal, Social and Emotional Development</b>	<b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	<b>Managing Self:</b> New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rules and Routines. Supporting children to build relationships.	<b>Managing Self:</b> Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	<b>Managing Self:</b> Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	<b>Managing Self:</b> Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	<b>Managing Self:</b> Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	<b>Managing Self:</b> Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	<b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

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<p><b>Understanding the World</b></p>	<p><b>Past and Present</b>                  Who is in my family?                  Commenting on photos of their family – naming who they can see and of what relation they are to them.                  Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.                  Read fictional stories about families and start to tell the difference between real and fiction.                  Talk about members of their immediate family and community.                  Ourselves – parts of the body.                  Our school.                  Role play – home setting.                  Their past and their life as a baby.</p>	<p><b>Past and Present</b>                  Links to festivals: Bonfire night, Diwali, Xmas                    Can talk about what they have done with their families during ‘Christmas’ in the past.                    Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.                    Different types of transport in the past and present.</p>	<p><b>Past and Present</b>                  Roles of different jobs around us. What jobs do our family members do?                  Role-play – hospital.</p>	<p><b>Past and Present</b>                  Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Who lives in a castle – Kings and Queens are important people.                    Role-play – Knights and Princesses in the castle.</p>	<p><b>Past and Present</b>                  Role –play – garden centre.</p>	<p><b>Past and Present</b>                  Exploring the seaside now and in the past.                    Talk about the lives of the people around them and their roles in society.                  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.                  Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
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<p><b>Understanding the World</b></p>	<p><b>People, Culture and Communities</b></p> <p>Describing their environment around them.</p> <p>Can they locate their home on google maps?</p> <p>Exploring what makes a family. The varying members of a family unit.</p> <p><b>The Natural World</b></p> <p>Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p><b>People, Culture and Communities</b></p> <p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Role play – Christmas home scene.</p> <p>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p><b>The Natural World</b></p> <p>Exploring light and dark. How can we see in the dark?</p> <p>Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.</p> <p>Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p><b>People, Culture and Communities</b></p> <p>Chinese New Year – how is it celebrated? Lunar New Year. How is it different to New Year here? Celebrating our differences.</p> <p><b>The Natural World</b></p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.</p> <p>Melting ice experiments.</p> <p>Non fiction arctic environment and animals.</p> <p>Comparing the Arctic to their local environment.</p>	<p><b>People, Culture and Communities</b></p> <p>Maps of the farmyard and developing maps of the local area.</p> <p>Significant cultural events: Pancake Day Easter Mother’s Day</p> <p><b>The Natural World</b></p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p><b>People, Culture and Communities</b></p> <p>Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p> <p><b>The Natural World</b></p> <p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</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></p> <p>Seasons – Summer – differences and changes over time – weather, animals and plants.</p> <p>Exploring the differences between land and water.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials:</b> Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.</p> <p><b>Mondrian:</b> Lines and block colour. Sticking shapes. Dough: Cutting</p> <p><b>Aboriginal Art:</b> Dot work with cotton buds. Animal art. Creating patterns. Using symbols in art. Printing using leaves. Dough: stamping.</p>	<p><b>Creating with Materials:</b> Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p> <p><b>Van Gogh:</b> Poster paints. Splatter painting. Painting flowers. Pastels. Dough: Dough flowers. Clay.</p> <p><b>Andy Warhol:</b> Sketching people. Drawing everyday objects. Santa print cards. Dough: Moon sand imprint.</p>	<p><b>Creating with Materials:</b> Winter pictures and scenes. Chinese New Year - lanterns</p> <p><b>Hepworth:</b> Dough: Clay. Playdough mats.</p> <p><b>Monet:</b> Watercolours. Watercolours on wet paper. Bubble painting. Dough: Dough pressed with petals and leaves. Playdough.</p>	<p><b>Creating with Materials:</b> Spring pictures. Flower artwork.</p> <p><b>African Art:</b> Fabric paint. Animal patterns. Dough: Stamping dough. Playdough.</p> <p><b>Kandinsky:</b> Easter cards with ovals. Collage. Shape pictures. Blow painting. Dough: Cutting dough to make shapes (2D and 3D).</p>	<p><b>Creating with Materials:</b> Farm pictures Healthy Eating collages.</p> <p><b>Matisse:</b> Collage. Sketching fruit. Tissue paper painting. Dough: Cloud dough</p> <p><b>Seurat:</b> Dot work with cotton buds. Blow painting fish.</p>	<p><b>Creating with Materials:</b> Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and colour. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>Goldsworthy:</b> Art with Nature. Pebble art (colour palette). Painting pebbles. Dough: Gloop patterns using sticks and leaves.</p> <p><b>Picasso:</b> Drawing faces. Dough: Modelling dough with face pieces. Honey dough.</p>
	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Harvest songs.</p> <p>Nursery rhymes: *Incy Wincy Spider *Row row your boat *Baa baa black sheep</p> <p>Sounds in the environment. Sounds using our voices and bodies. Symphony story time: Owl Babies</p> <p>Role-play – home corner. Small world play Tuff Tray: Autumn and Halloween</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Christmas songs.</p> <p>Music from different cultures for celebrations. (Christmas, Diwali, Hanukkah) Performing to other people.</p> <p>Performing the Nativity. Role-play – home corner (enhanced with Christmas) Tuff Tray: Space and Christmas</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Winter songs. *5 little monkeys *Old McDonald *Wheels on the bus Symphony story time: Tacky the Penguin</p> <p>Actions to songs. Feelings and emotions in music.</p> <p>Role-play – the arctic. Small world - arctic explorer. Chinese New Year songs. Tuff Tray: Winter, Worms and Valentines Day</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Easter songs. *Chick, chick, chick, chick chicken *Alice the camel</p> <p>Musical stories (Peter and the wolf) Role-play – home scene. Small world – Castles and Dragons. Tuff Tray: Garden, Mother’s Day and Easter</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Spring songs. *Little Peter Rabbit *I dig my garden</p> <p>Copying transport sounds with bodies and instruments. Role-play – farm shop/garden centre. Small world play – farmyards. Tuff Tray: Bear Hunt and Farm</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Seaside/Sea songs. *I sailed my ship *Down under the sea</p> <p>Untuned instruments. 4 different groups of musical instruments. Role-play – under the sea. Tuff Tray: Under the sea and Beach</p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p>
<p><b>SMSC</b></p>	<p><b>Mutual respect.</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p><b>Mutual Tolerance.</b> 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><b>Rule of law.</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty.</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy.</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>British Values.</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

# EYFS Curriculum Overview 2024/2025



<p><b>Assessment</b></p>	<p>In-house baseline data National Reception Baseline Assessment (RBA) Observations on Tapestry Wellcomm Assessment RWI Strong Start tracker</p> <p>Parent/pupil meeting – settling in.</p>	<p>Observations on Tapestry RWI assessment Pupil progress meetings In-house moderation EYFS team meetings GLD predictions</p>	<p>Observations on Tapestry RWI assessment Maths assessment Pupil progress meetings In-house moderation EYFS team meetings</p> <p>Parent/pupil meeting – sharing targets.</p>	<p>Observations on Tapestry RWI assessment Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Tapestry RWI assessment Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Tapestry End of Year Data submitted</p> <p>End of year Report to parents.</p>
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