# Curriculum Overview EYFS –2 YO



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my world	Journeys	Me and my world	Journeys	Change and Growth	Change and Growth
Possible topic	All About me – London and Autumn	Transport (including London)	A – Traditional Tales  B - Kings and Queens	A – Explorers B – Going to the seaside	A - Knights, wizards and dragons B - Crazy Scientists	A – Rainforest  B – The desert, transition work
Key skills/knowledge	Listen to simple stories and join in. Begin to listen in group times and to other people's talk. Put 2 or 3 words together. Respond to name and redirected to another task. Understand questions Begin to have conversations Begin to learn simple rhymes and songs.  I can focus on an activity of my choice. Play alongside others. Seek out others for praise. Play confidently on my own and with others when a familiar face is nearby. Beginning to turn take Show pride in my achievements. Can explore new places with my key person. Understand boundaries and rules. Will try new activities and experiences. Feel happy and safe.	Beginning to use Prepositions. Begin to use words to describe, indicate time, space and function. Can understand simple stories and understand them with pictures Can ask simple questions. Begin to say how I am feeling with words and actions. Use simple sentences in pretend play showing some clear speech sounds.  Follow instruction with 3 clear words Deal with some changes Notice differences between me and my friends, including asking questions. Developed friendships/attachments. Express own feelings and recognise emotions. Begin to explain my emotions Respond to feelings of others. Can wait a turn.	Listen to simple stories and join in. Begin to listen in group times and to other people's talk. Put 2 or 3 words together. Respond to name and redirected to another task. Understand questions Begin to have conversations Begin to learn simple rhymes and songs.  I can focus on an activity of my choice. Play alongside others. Seek out others for praise. Play confidently on my own and with others when a familiar face is nearby. Beginning to turn take Show pride in my achievements. Can explore new places with my key person.	Beginning to use Prepositions. Begin to use words to describe, indicate time, space and function. Can understand simple stories and understand them with pictures Can ask simple questions. Begin to say how I am feeling with words and actions. Use simple sentences in pretend play showing some clear speech sounds.  Follow instruction with 3 clear words Deal with some changes Notice differences between me and my friends, including asking questions. Developed friendships/attachments. Express own feelings and recognise emotions. Begin to explain my emotions Respond to feelings of others. Can wait a turn.	Listen to simple stories and join in. Begin to listen in group times and to other people's talk. Put 2 or 3 words together. Respond to name and redirected to another task. Understand questions Begin to have conversations Begin to learn simple rhymes and songs.  I can focus on an activity of my choice. Play alongside others. Seek out others for praise. Play confidently on my own and with others when a familiar face is nearby. Beginning to turn take Show pride in my achievements. Can explore new places with my key person.	Beginning to use Prepositions. Begin to use words to describe, indicate time, space and function. Can understand simple stories and understand them with pictures Can ask simple questions. Begin to say how I am feeling with words and actions. Use simple sentences in pretend play showing some clear speech sounds.  Follow instruction with 3 clear words Deal with some changes Notice differences between me and my friends, including asking questions. Developed friendships/attachments. Express own feelings and recognise emotions. Begin to explain my emotions Respond to feelings of others. Can wait a turn.

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WILLIAM MATERIA SCHOOL ARMS, WAS MADE, British.						
Roll a ball	Begin to have an aim in	Understand	Begin to have an aim in	Understand	Begin to have an aim in	
Show interest in ball	my play	boundaries and	my play	boundaries and	my play	
activities, including	Explore emotion through	rules.	Explore emotion through	rules.	Explore emotion through	
kicking.	play and stories	Will try new activities	play and stories	Will try new activities	play and stories	
I can spin and roll	Becoming increasingly	and experiences.	Becoming increasingly	and experiences.	Becoming increasingly	
Push along on a	independent	Feel happy and	independent	Feel happy and	independent	
wheeled toy	Make own choices	safe.	Make own choices	safe.	Make own choices	
Begin to move to music	about resources and		about resources and		about resources and	
Independently select	activities.	Roll a ball	activities.	Roll a ball	activities.	
and choose tools and	Beginning to solve	Show interest in ball	Beginning to solve	Show interest in ball	Beginning to solve	
apparatus.	problems with my peers	activities, including	problems with my peers	activities, including	problems with my peers	
Beginning to try	and show	kicking.	and show	kicking.	and show	
different ways of	perseverance.	I can spin and roll	perseverance.	I can spin and roll	perseverance.	
moving, including	Beginning to show	Push along on a	Beginning to show	Push along on a	Beginning to show	
running and jumping	independence eg	wheeled toy	independence eg	wheeled toy	independence eg	
	feeding, dressing.	Begin to move to	feeding, dressing.	Begin to move to	feeding, dressing.	
I can hold and use a	Demonstrate basic	music	Demonstrate basic	music	Demonstrate basic	
pencil, paintbrush or	hygiene skills, including	Independently	hygiene skills, including	Independently	hygiene skills, including	
other writing tools.	oral hygiene and	select and choose	oral hygiene and	select and choose	oral hygiene and	
I can explore and	learning to use the toilet.	tools and apparatus.	learning to use the toilet.	tools and apparatus.	learning to use the toilet.	
manipulate different	Can take part in stories	Beginning to try	Can take part in stories	Beginning to try	Can take part in stories	
tools and materials	and rhyming activities	different ways of	and rhyming activities	different ways of	and rhyming activities	
	about oral hygiene	moving, including	about oral hygiene	moving, including	about oral hygiene	
Notice print, eg logos	De eile de ele evo	running and jumping	De aire de ale acce	running and jumping	De sire to ale son	
Hold a book	Begin to show	I a sua la allal sua al cua a	Begin to show	La sua la alal sua al cua a	Begin to show	
Enjoy drawing	balancing skills.	I can hold and use a	balancing skills.	I can hold and use a	balancing skills.	
Have favourite books	Use gross motor skills to do things	pencil, paintbrush or other writing tools.	Use gross motor skills to do things	pencil, paintbrush or other writing tools.	Use gross motor skills to	
Enjoy sharing a book with an adult	independently.	I can explore and	independently.	I can explore and	do things independently.	
Enjoy being read to.	Climb confidently (when	manipulate different	Climb confidently (when	manipulate different	Climb confidently (when	
Listened to some range	3)	tools and materials	3)	tools and materials	3)	
of rhymes, stories, fairy	Use pedals (when 3)	100is and materials	Use pedals (when 3)	loois and materials	Use pedals (when 3)	
stories and traditional	Catch a large a ball.	Notice print, eg	Catch a large a ball.	Notice print, eg	Catch a large a ball.	
tales.	(when 3)	logos	(when 3)	logos	(when 3)	
Tales.	Take part in physical	Hold a book	Take part in physical	Hold a book	Take part in physical	
Count in everyday	activities led by adult,	Enjoy drawing	activities led by adult,	Enjoy drawing	activities led by adult,	
contexts, not	sometimes with peers.	Have favourite	sometimes with peers.	Have favourite	sometimes with peers.	
accurately.	3011101111103 111111	books	Serriemnes wiin peers.	books	serriemnes viiri peers.	
Begin to use language	Starting to demonstrate	Enjoy sharing a book	Starting to demonstrate	Enjoy sharing a book	Starting to demonstrate	
and gesture to indicate	fine motor skills with	with an adult	fine motor skills with	with an adult	fine motor skills with	
size and weight	support	Enjoy being read to.	support	Enjoy being read to.	support	
Play with shapes	Can sit comfortably on	Listened to some	Can sit comfortably on	Listened to some	Can sit comfortably on	
Anticipate times of the	a chair	range of rhymes,	a chair	range of rhymes,	a chair	
day, eg, lunch and		stories, fairy stories		stories, fairy stories		
hometime		and traditional tales.		and traditional tales.		



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	Build independence		Build independence		Build independence
	with a range of	Count in everyday	with a range of	Count in everyday	with a range of
Begin to talk about my	appropriate resources	contexts, not	appropriate resources	contexts, not	appropriate resources
family.		accurately.		accurately.	1
Name simple features in	Repeat words and	Begin to use	Repeat words and	Begin to use	Repeat words and
my setting.	phrases in stories.	language and	phrases in stories.	language and	phrases in stories.
Recognise things in my	Respond to pictures and	gesture to indicate	Respond to pictures and	gesture to indicate	Respond to pictures and
environment	words in books.	size and weight	words in books.	size and weight	words in books.
I can repeat actions	Make simple questions	Play with shapes	Make simple questions	Play with shapes	Make simple questions
that have an effect, eg	and comments about	Anticipate times of	and comments about	Anticipate times of	and comments about
push and pull toys	stories	the day, eg, lunch	stories	the day, eg, lunch	stories
Can explore natural	Enjoy simple rhyming	and hometime	Enjoy simple rhyming	and hometime	Enjoy simple rhyming
material inside and	and rhythmic activities		and rhythmic activities		and rhythmic activities
outside.	Role play linked to		Role play linked to		Role play linked to
Observe plants and	stories I know.	Begin to talk about	stories I know.	Begin to talk about	stories I know.
trees	Repeat words and	my family.	Repeat words and	my family.	Repeat words and
Make marks on pictures	phrases from familiar	Name simple	phrases from familiar	Name simple	phrases from familiar
of plants and animals	stories and join in with	features in my	stories and join in with	features in my	stories and join in with
Use a range of cause	actions.	setting.	actions.	setting.	actions.
and effect toys.	I can sing songs and say	Recognise things in	I can sing songs and say	Recognise things in	I can sing songs and say
	rhymes independently.	my environment	rhymes independently.	my environment	rhymes independently.
Celebrate different	Add marks to drawings	I can repeat actions	Add marks to drawings	I can repeat actions	Add marks to drawings
religious events	and give meaning to	that have an effect,	and give meaning to	that have an effect,	and give meaning to
Notice the weather.	them	eg push and pull	them	eg push and pull	them
Notice different seasons	Make marks to write my	toys	Make marks to write my	toys	Make marks to write my
Beginning to care for	'name'	Can explore natural	'name'	Can explore natural	'name'
an animal	Listen to stories set in	material inside and	Listen to stories set in	material inside and	Listen to stories set in
Beginning to care for a	different places and	outside.	different places and	outside.	different places and
plant	time.	Observe plants and	time.	Observe plants and	time.
Tidy up and respect	l <u>.</u>	trees	l <u>-</u>	trees	1
environment	Take part in finger	Make marks on	Take part in finger	Make marks on	Take part in finger
l	rhymes with numbers.	pictures of plants	rhymes with numbers.	pictures of plants	rhymes with numbers.
Manipulate and play	Compare amounts	and animals	Compare amounts	and animals	Compare amounts
with different resources,	using language more,	Use a range of	using language more,	Use a range of	using language more,
eg small world.	lots, same.	cause and effect	lots, same.	cause and effect	lots, same.
Use my imagination	Say when number of	toys.	Say when number of	toys.	Say when number of
when using materials.	items has changed (up		items has changed (up		items has changed (up
Beginning to remember	to 3)	Celebrate different	to 3)	Celebrate different	to 3)
songs and join in with	Begin to name some	religious events	Begin to name some	religious events	Begin to name some
them	basic shapes.	Notice the weather.	basic shapes.	Notice the weather.	basic shapes.
Beginning to recognise	Recognise shapes	Notice different	Recognise shapes	Notice different	Recognise shapes
colours	around me.	seasons	around me.	seasons	around me.
Can explore paint	Notice patterns and	Beginning to care for	Notice patterns and	Beginning to care for	Notice patterns and
Make rhythmical and	arrange patterns.	an animal	arrange patterns.	an animal	arrange patterns.
repetitive sounds					i '



	Complete simple	Beginning to care for	Complete simple	Beginning to care for	Complete simple
Basic skills in turning on	puzzles.	a plant	puzzles.	a plant	puzzles.
and operating some	Compare size and	Tidy up and respect	Compare size and	Tidy up and respect	Compare size and
equipment	weight using gesture	environment	weight using gesture	environment	weight using gesture
	and language eg,		and language eg,		and language eg,
	bigger, little, small, high	Manipulate and play	bigger, little, small, high	Manipulate and play	bigger, little, small, high
	low etc	with different	low etc	with different	low etc
		resources, eg small		resources, eg small	
	Understand differences	world.	Understand differences	world.	Understand differences
	in families, ourselves and	Use my imagination	in families, ourselves and	Use my imagination	in families, ourselves and
	others	when using	others	when using	others
	Recognise different	materials.	Recognise different	materials.	Recognise different
	settings in stories.	Beginning to	settings in stories.	Beginning to	settings in stories.
	Role play as different	remember songs	Role play as different	remember songs	Role play as different
	people in the	and join in with them	people in the	and join in with them	people in the
	community.	Beginning to	community.	Beginning to	community.
	Name body parts	recognise primary	Name body parts	recognise primary	Name body parts
	including teeth.	colours	including teeth.	colours	including teeth.
	Explore materials with	Can explore paint	Explore materials with	Can explore paint	Explore materials with
	different properties.	Make rhythmical	different properties.	Make rhythmical	different properties.
	Name some familiar	and repetitive	Name some familiar	and repetitive	Name some familiar
	animals.	sounds	animals.	sounds	animals.
	Use some senses to	3001103	Use some senses to	3001103	Use some senses to
	notice nature in and out	Basic skills in turning	notice nature in and out	Basic skills in turning	notice nature in and out
	of my setting.	on and operating	of my setting.	on and operating	of my setting.
	Celebrate different	some equipment	Celebrate different	some equipment	Celebrate different
	religious events.	some equipment	religious events.	Some equipment	religious events.
	Notice the weather		Notice the weather		Notice the weather
	Notice different seasons		Notice different seasons		Notice different seasons
	Care for animal with		Care for animal with		Care for animal with
	support				support
			support		
	Care for plant with		Care for plant with		Care for plant with
	support		support		support
	Tidy up and respect environment		Tidy up and respect environment		Tidy up and respect environment
	environmeni		environmeni		environmeni
	Make simple models		Make simple models		Make simple models
	expressing ideas		expressing ideas		expressing ideas
	Expressing ideas  Express feelings and		Expressing ideas Express feelings and		
					Express feelings and
	ideas through mark		ideas through mark		ideas through mark
	making, giving it		making, giving it		making, giving it
	meaning.		meaning.		meaning.
	Move and dance to		Move and dance to		Move and dance to
	music		music		music
	Develop pretend play		Develop pretend play		Develop pretend play



Suggested texts and rhymes	Meg and Mog Guess how much I love you in the Autumn Room on the broom	I can name some colours Use a wider range or artistic material. Explore sound makers and instruments and play them in different ways.  Operate mechanical toys Count the cars, Trains, trucks and planes On the go Honk on the road Bear hunt	The Three Little Pigs Goldilocks Princess and the Pea Hooray it's a new royal baby The royal babys big red bus	Confident knowing primary colours Use a wider range or artistic material. Explore sound makers and instruments and play them in different ways.  Operate mechanical toys Coming to England ABC what can she be Maisie goes on holiday Ben and holly trip to the seaside	There was an old dragon who swallowed a knight Zog Dragon stew Mike the Knight ABC what can he be	Confident knowing primary colours Use a wider range or artistic material. Explore sound makers and instruments and play them in different ways.  Operate mechanical toys In the jungle Look inside the jungle Noisy jungle  Meet the meerkat Desert animals
			Peppa meets the queen The queens hat		Baby love scientists	
Vocabulary	London Train World Home Family Car	Helicopter Aeroplane Boat Bridge Road Journey	Old Good Bad King Queen Castle Prince Princess	Travel Explore Journey Map World Seaside Holiday Ice cream Pebbles Shells	Knight Dragon Magic Science Experiment	Jungle Trees Animals Hot Rain  Desert Hot Sandy
Work of Art:	Andy Goldsworthy	Van Gogh	Paul Klee	Joan Miro	Piet Mondrian	Patrick Heron
	'Roman leaves laid around hole'	'Railway carriages'	"Castle and sun "	'The smile of the flamboyant wings'	"Broadway boogie Woogie'	"Azalea garden "
Festivals and celebrations	Harvest Festival Hallowe'en	All Saints Day Guy Fawkes Remembrance Sunday Diwali	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day	St George's Day May Day Eid ul Fitr Ramadan	Father's Day Eid ul Adha

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		C+ Androw's Day				
		St Andrew's Day		Easter		
		Guru Nanak		Baisakhi		
		Advent + Christmas				
		Thanksgiving				
		Hanukah				
Enrichment –	Guides dog	Children in Need	Chinese New Year			Teddy bear picnic
P	Police officers	Yr 1 Christmas play	Post a valentine card	Easter craft	Guinea Pig Visit	, .
Outings/visitors/special   N	Nurse	<b>Reception Carol concert</b>	Pancake snack	Sport Relief		
events	Harvest	Remembrance day		Earth Day		Physical Development on the
		Black history week				field (with the sports leaders)
		Guinea Pig Visit		World book day-visit school		
		Nursery rhyme week		<mark>library</mark>		
		Physical Development on the				
		field (with the sports leaders)				
SMSC/BV/SV S	SP – feeling positive about	SP – feeling positive about	SP – understanding own	SP – feeling part of school	SP – expressing self	SP – understanding religious
31413C/ DV/ 34	self	self	feelings	community	through arts	events
	M – understanding rules and	M – feeling positive in	M – explaining own	M – feeling positive about	M – understanding what	M – understanding right and
	routines	helping the environment,	views and offering	belonging	makes a good and bad	wrong
	S – developing friendships	right and wrong of science	reasons	S – understanding	friend, consequences	S – understanding others
	Cult – stories from different	S – taking turns	S – taking turns in	community	S – understanding what	feelings through roleplay
	cultures	Cult – stories from different	conversations	Cult – understanding life in	makes a good friend	Cult – understanding a range
·					•	
	BV – respect of other	cultures, comparing places	Cult – understand the	different country and time	Cult – learning about the	of places
	cultures	BV –tolerance of others	diversity of the school	BV – democracy, vote with	environment	BV – Rule of law fairplay in
	SV – responsibility for	SV – inclusion, understanding	community	friends to make decisions	BV – individual liberty	sports
e	environment	differences between people	BV – democracy, vote	SV – respect, for others	,making own choices	SV - collaboration, working
			with friends to make	differences	SV – Honesty, being able	with friends, teamwork
			decisions		to express feelings and	
			SV - perseverance		choices	
COILL	Playing and exploring –	Playing and exploring –	Playing and exploring –	Playing and exploring –	Playing and exploring –	Playing and exploring –
	Plan and think ahead about	Plan and think ahead about	Plan and think ahead	Plan and think ahead about	Plan and think ahead	Plan and think ahead about
	how they will explore or	how they will explore or play	about how they will	how they will explore or play	about how they will	how they will explore or play
·	play with objects.	with objects.	explore or play with	with objects.	explore or play with	with objects.
ı İ <mark>v</mark>	Make choices and explore	Make choices and explore	objects.	Make choices and explore	<mark>objects.</mark>	Make choices and explore
l l	different resources and	different resources and	Make choices and	different resources and	Make choices and	different resources and
	<mark>materials.</mark>	materials.	explore	materials.	explore	materials.
	Guide their own thinking	Guide their own thinking and	different resources and	Guide their own thinking and	different resources and	Guide their own thinking and
	and actions by talking to	actions by talking to	materials.	actions by talking to	materials.	actions by talking to
l -	themselves while playing.	themselves while playing.	Guide their own thinking	themselves while playing.	Guide their own thinking	themselves while playing.
l I	Make independent choices.	Make independent choices.	and actions by talking to	Make independent choices.	and actions by talking to	Make independent choices.
	Do things independently	Do things independently that	<mark>themselves while</mark>	Do things independently that	themselves while	Do things independently that
t'	that they have been	they have been previously	<mark>playing</mark> .	they have been previously	playing.	they have been previously
þ	previously taught.	<mark>taught.</mark>	Make independent	<mark>taught.</mark>	Make independent	taught.
		<del></del>	choices.	<del></del>	choices.	



Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings.

Active learning -Participate in routines Begin to predict sequences

Show goal-directed behaviour.

Use a range of strategies to reach a goal they have set themselves.

Begin to correct their mistakes themselves

Keep on trying when things are difficult.

Creating and thinking critically-

Take part in simple pretend play.

Sort materials.

#### Solve real problems:

Use pretend play to think beyond the 'here and now' and to understand another perspective

Know more, so feel confident about coming up with their own ideas. Make more links between

those ideas. Concentrate on achieving something that's important

to them. They are increasingly able to control their attention and ignore distractions.

Respond to new experiences that you bring to their attention.

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a	able to control their attention and ignore	They are increasingly able to control their attention and ignore
	distractions.	distractions.