

Curriculum Overview EYFS – 3 and 4 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	<p>Listen to and join in with stories, rhymes, poems and songs and listen to a wide range of stories Use a range of new words and multisyllabic words</p> <p>Be proud, show confidence and focus including in new activities and social situations.</p> <p>Make friends by showing friendly behaviour and attachments and begin to use a range of language relating to feelings</p> <p>Move in a range of ways and understanding space. Taking part in physical, gymnastic and dance activities Develop fine motor and control skills Be hygienic</p> <p>Read and discuss stories and hold conversations with peers. Give meaning to marks.</p> <p>Begin to count to 5 using fingers, marks and actions. Recognise shapes and patterns.</p> <p>Know and recognise immediate family and</p>	<p>Listen to a range and discuss stories and group time discussions including how a story might end. Have a wide range of language such as prepositions, time, space, function. Listen and join in with lots of songs.</p> <p>Understand differences between families and peers. Play with others and be able to turn take. Stand up for themselves when needed and understand feelings. Begin to take responsibility and pride in work and resources within the setting and at home. Follow instructions. Have 2-part focus. Understand the need to be healthy. Dress and undress. Dry during the day</p> <p>Run, hop and balance. Use equipment safely and take appropriate risks. Work as a team. Develop fine motor through pencil control and make marks Take part in sport, dance and gymnastic routines</p>	<p>Listen to and join in with stories, rhymes, poems and songs and listen to a wide range of stories Use a range of new words and multisyllabic words</p> <p>Be proud, show confidence and focus including in new activities and social situations.</p> <p>Make friends by showing friendly behaviour and attachments and begin to use a range of language relating to feelings</p> <p>Move in a range of ways and understanding space. Taking part in physical, gymnastic and dance activities Develop fine motor and control skills Be hygienic</p> <p>Read and discuss stories and hold conversations with peers. Give meaning to marks.</p> <p>Begin to count to 5 using fingers, marks and actions. Recognise shapes and patterns.</p> <p>Know and recognise immediate family and</p>	<p>Listen to a range and discuss stories and group time discussions including how a story might end. Have a wide range of language such as prepositions, time, space, function. Listen and join in with lots of songs.</p> <p>Understand differences between families and peers. Play with others and be able to turn take. Stand up for themselves when needed and understand feelings. Begin to take responsibility and pride in work and resources within the setting and at home. Follow instructions. Have 2-part focus. Understand the need to be healthy. Dress and undress. Dry during the day</p> <p>Run, hop and balance. Use equipment safely and take appropriate risks. Work as a team. Develop fine motor through pencil control and make marks</p>	<p>Know and recall a large range of stories and rhymes Have language and understand a range of vocabulary while having a conversation Problem solve. Have a point of view</p> <p>Tolerate delays and changes with resilience and perseverance Understand feelings and be part of the wider school. Dental hygiene Have confidence and self-esteem. Know right from wrong.</p> <p>Use tools, resources and apparatus correctly and appropriately. Able to take part in some group fitness activities. Pencil grip and letter formation. Sit with good posture. Be toilet trained. Road safety.</p> <p>Understand the features of a book and use some story language such as rhyming words. Recognise syllables and initial sounds.</p> <p>Confidently subitise to 3.</p>	<p>Know and recall a large range of stories and rhymes Have language and understand a range of vocabulary while having a conversation Problem solve. Have a point of view</p> <p>Tolerate delays and changes with resilience and perseverance Understand feelings and be part of the wider school. Dental hygiene Have confidence and self-esteem. Know right from wrong.</p> <p>Use tools, resources and apparatus correctly and appropriately. Able to take part in some group fitness activities. Pencil grip and letter formation. Sit with good posture. Be toilet trained. Road safety.</p> <p>Understand the features of a book and use some story language such as rhyming words. Recognise syllables and initial sounds.</p>

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	<p>people who are special to us and in the community. Use a map and recognise features in the environment. Use senses and body effectively. Celebrate events. Cooking.</p> <p>Use a range of materials to create music or art work. Simple songs</p> <p>Use technological toys.</p>	<p>Use books appropriately and follow text in the correct order.</p> <p>Begin to count to 10, objects to 5 and subitise to 3. Recognise numerals to 10. Use language of quantities, position, length and size. Talk about patterns and create new ones.</p> <p>Have some knowledge about history and the famous people in it. Understand the difference between two locations. Celebrate events. Talk about seasons. Understand stories and pictures from the past. Cooking.</p> <p>Use various tools and materials to create art work. Join in with songs and conversations and rhymes. Begin to construct. Use Imagination to express ideas</p>	<p>people who are special to us and in the community. Use a map and recognise features in the environment. Use senses and body effectively. Celebrate events. Cooking.</p> <p>Use a range of materials to create music or art work. Simple songs</p> <p>Use technological toys.</p>	<p>Take part in sport, dance and gymnastic routines. Use books appropriately and follow text in the correct order.</p> <p>Begin to count to 10, objects to 5 and subitise to 3. Recognise numerals to 10. Use language of quantities, position, length and size. Talk about patterns and create new ones.</p> <p>Have some knowledge about history and the famous people in it. Understand the difference between two locations. Celebrate events. Talk about seasons. Understand stories and pictures from the past. Cooking.</p> <p>Use various tools and materials to create art work. Join in with songs and conversations and rhymes. Begin to construct. Use Imagination to express ideas</p>	<p>Understand and recognise numerals to 5. Solve simple number problems and find the total of a small group of objects. Record numbers appropriately. Use basic mathematical language. Use mathematical language in role play. Compare objects. Use patterns.</p> <p>Explore forces and use new concepts. Use materials with different properties and sort them. Understand changes and life cycles. Recognise different animals and plants. Look after the environment. Cooking</p> <p>Match pitch. Create songs using instruments and melody. Develop a story line to play.</p> <p>E-safety</p>	<p>Confidently subitise to 3. Understand and recognise numerals to 5. Solve simple number problems and find the total of a small group of objects. Record numbers appropriately. Use basic mathematical language. Use mathematical language in role play. Compare objects. Use patterns.</p> <p>Explore forces and use new concepts. Use materials with different properties and sort them. Understand changes and life cycles. Recognise different animals and plants. Look after the environment. Cooking</p> <p>Match pitch. Create songs using instruments and melody. Develop a story line to play.</p> <p>E-safety</p>
Suggested texts and rhymes	<p>When I Grow up I like myself I can be anything Marvellous me</p>	<p>Around the world in every vehicle The train ride Journey through transport The big blue train</p>	<p>Hansel and Gretel Little Red Riding Hood Cinderella Jack and the Beanstalk</p> <p>The Queens Knickers Paddington at the palace</p>	<p>The Troll Explorers of the Wild The Great Explorer Famous explorers</p> <p>What the lady bird heard at the seaside</p>	<p>Good Knight, Bad Knight Tell me a dragon The trouble with dragons The princess and the wizard</p> <p>My first hero: scientist Zog and the doctors</p>	<p>Rumble in the Jungle We are roaming in the rainforest Secret of the rainforest If I ran the Rainforest</p> <p>Desert night, Desert day</p>

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			King and King In a Small Kingdom	Sharing a shell Who's hiding at the seaside Winnie at the seaside	Have you thanked an inventor today Ada twist, Scientist	Way out in the desert Why oh why deserts are dry Starting school				
Vocabulary	London City World Travel Home Capital Brother Sister Auntie Uncle	Old New Tram Helicopter Journey Past Present Car Underground Train	Characters Traditional Damsel Difference Villain King Queen Royal Castle Prince Princess	Hero Carriage Windsor Palace Tower Dungeon Turret Fort	Abroad Foreign Travel Explorer Journey Map World Seaside Beach Holiday Ice cream Seagulls	Discover Sand Rocks Fish and chips	Knight Wizard Dragon Fairy tale Magic Potion Science Experiment Scientist Test Investigate	Experiment Invent Research	Rainforest Trees Animals Hot Rain Green Leafy The Desert Hot Sandy Sahara	Tall Bushy
Work of Art:	Modigliani 'Alice'	expanding to 'journeying' with Kusama's spots (using coloured labels) showing the journeys the children take in/out of the classroom. Stick stickers on the walls/floor/paper/objects. See Tate Modern video about her spotty room installation and you'll get the idea. Paint, print, draw, collage. Yayoi Kusama 'Dots obsession' and 'Sunlight'	Giuseppe Acrimboldo Any food related portrait you like.	Barbara Hepworth 'Spring' and 'Magic stones'	Frank Bowling 'Bartocaborn'	A standalone project linked to mark making cutting sticking collage painting Cerith Wyn Evans 'Automatic ink drawing, Kyoto'				
Festivals and celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day	Father's Day Ramadan Eid ul Fitr				

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<p>Enrichment – Outings/visitors/special events</p>	<p>Fire services Story dog Police officers Nurse Roald Dahl day Parent workshops: Maths, English, e-safety, home learning (reading, phonics)</p>	<p>Parents – Hanukah, Passover, Christmas, thanksgiving. Children in Need sponsored walk Christmas fair Carol concert/Nativity Remembrance day Black history week Post a letter to Santa</p>	<p>Parents – Chinese New Year World Book week (dress up) Parents reading workshop Trip to school library</p>	<p>Vicar – Easter Road safety (Trip to the shops) Easter bonnet parade Sport Relief (wheel power SSM) Earth Day Dome company visit</p>	<p>Nurse – handwashing Dentist Trip to KS1 playground on the ship Music week (Mrs C) National Science week Big Toddle Park</p>	<p>Teddy bears picnic Summer fete French week (cooking) Shakespeare fortnight Poetry week</p>
<p>SMSC/BV/SV</p>	<p>SP – feeling positive about self M – understanding rules and routines S – developing friendships Cult – stories from different cultures BV – respect of other cultures SV – responsibility for environment</p>	<p>SP – feeling positive about self M – feeling positive in helping the environment, right and wrong of science S – taking turns Cult – stories from different cultures, comparing places BV – tolerance of others SV – inclusion, understanding differences between people</p>	<p>SP – understanding own feelings M – explaining own views and offering reasons S – taking turns in conversations Cult – understand the diversity of the school community BV – democracy, vote with friends to make decisions SV - perseverance</p>	<p>SP – feeling part of school community M – feeling positive about belonging S – understanding community Cult – understanding life in different country and time BV – democracy, vote with friends to make decisions SV – respect, for others differences</p>	<p>SP – expressing self through arts M – understanding what makes a good and bad friend, consequences S – understanding what makes a good friend Cult – learning about the environment BV – individual liberty, making own choices SV – Honesty, being able to express feelings and choices</p>	<p>SP – understanding religious events M – understanding right and wrong S – understanding others feelings through roleplay Cult – understanding a range of places BV – Rule of law fair play in sports SV - collaboration, working with friends, teamwork</p>
<p>CofEL</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Make independent 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 Keep on trying when things are difficult.</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Make independent 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 Keep on trying when things are difficult.</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make independent choices Respond to new experiences that you bring to their attention. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Begin to correct their mistakes themselves Keep on trying when things are difficult.</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make independent choices Respond to new experiences that you bring to their attention. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Begin to correct their mistakes themselves Keep on trying when things are difficult.</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Make independent choices that they have been previously taught. Respond to new experiences that you bring to their attention. Active learning – Participate in routines Use a range of strategies to reach a goal they have set themselves.</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Make independent choices that they have been previously taught. Respond to new experiences that you bring to their attention. Active learning – Participate in routines</p>

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	<p>Creating and thinking critically – Take part in simple pretend play. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Creating and thinking critically - Take part in simple pretend play. Concentrate on achieving something that’s important to them.</p>	<p>Creating and thinking critically - Take part in simple pretend play. 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.</p>	<p>Creating and thinking critically - Take part in simple pretend play. 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.</p>	<p>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.</p>	<p>Use a range of strategies to reach a goal they have set 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.</p>
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