

Curriculum Overview EYFS –2 YO



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Me and my world	Journeys	Me and my world	Journeys	Change and Growth	Change and Growth
<b>Possible topic</b>	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
<b>Key skills/knowledge</b>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

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	<p>Roll a ball Show interest in ball activities, including kicking. I can spin and roll Push along on a wheeled toy Begin to move to music Independently select and choose tools and apparatus. Beginning to try different ways of moving, including running and jumping</p> <p>I can hold and use a pencil, paintbrush or other writing tools. I can explore and manipulate different tools and materials</p> <p>Notice print, eg logos Hold a book Enjoy drawing Have favourite books Enjoy sharing a book with an adult Enjoy being read to. Listened to some range of rhymes, stories, fairy stories and traditional tales.</p> <p>Count in everyday contexts, not accurately. Begin to use language and gesture to indicate size and weight Play with shapes Anticipate times of the day, eg, lunch and bedtime</p>	<p>Begin to have an aim in my play Explore emotion through play and stories Becoming increasingly independent Make own choices about resources and activities. Beginning to solve problems with my peers and show perseverance. Beginning to show independence eg feeding, dressing. Demonstrate basic hygiene skills, including oral hygiene and learning to use the toilet. Can take part in stories and rhyming activities about oral hygiene</p> <p>Begin to show balancing skills. Use gross motor skills to do things independently. Climb confidently (when 3) Use pedals (when 3) Catch a large a ball. (when 3) Take part in physical activities led by adult, sometimes with peers.</p> <p>Starting to demonstrate fine motor skills with support Can sit comfortably on a chair</p>	<p>Understand boundaries and rules. Will try new activities and experiences. Feel happy and safe.</p> <p>Roll a ball Show interest in ball activities, including kicking. I can spin and roll Push along on a wheeled toy Begin to move to music Independently select and choose tools and apparatus. Beginning to try different ways of moving, including running and jumping</p> <p>I can hold and use a pencil, paintbrush or other writing tools. I can explore and manipulate different tools and materials</p> <p>Notice print, eg logos Hold a book Enjoy drawing Have favourite books Enjoy sharing a book with an adult Enjoy being read to. Listened to some range of rhymes, stories, fairy stories and traditional tales.</p>	<p>Begin to have an aim in my play Explore emotion through play and stories Becoming increasingly independent Make own choices about resources and activities. Beginning to solve problems with my peers and show perseverance. Beginning to show independence eg feeding, dressing. Demonstrate basic hygiene skills, including oral hygiene and learning to use the toilet. Can take part in stories and rhyming activities about oral hygiene</p> <p>Begin to show balancing skills. Use gross motor skills to do things independently. Climb confidently (when 3) Use pedals (when 3) Catch a large a ball. (when 3) Take part in physical activities led by adult, sometimes with peers.</p> <p>Starting to demonstrate fine motor skills with support Can sit comfortably on a chair</p>	<p>Understand boundaries and rules. Will try new activities and experiences. Feel happy and safe.</p> <p>Roll a ball Show interest in ball activities, including kicking. I can spin and roll Push along on a wheeled toy Begin to move to music Independently select and choose tools and apparatus. Beginning to try different ways of moving, including running and jumping</p> <p>I can hold and use a pencil, paintbrush or other writing tools. I can explore and manipulate different tools and materials</p> <p>Notice print, eg logos Hold a book Enjoy drawing Have favourite books Enjoy sharing a book with an adult Enjoy being read to. Listened to some range of rhymes, stories, fairy stories and traditional tales.</p>	<p>Begin to have an aim in my play Explore emotion through play and stories Becoming increasingly independent Make own choices about resources and activities. Beginning to solve problems with my peers and show perseverance. Beginning to show independence eg feeding, dressing. Demonstrate basic hygiene skills, including oral hygiene and learning to use the toilet. Can take part in stories and rhyming activities about oral hygiene</p> <p>Begin to show balancing skills. Use gross motor skills to do things independently. Climb confidently (when 3) Use pedals (when 3) Catch a large a ball. (when 3) Take part in physical activities led by adult, sometimes with peers.</p> <p>Starting to demonstrate fine motor skills with support Can sit comfortably on a chair</p>
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	<p>Begin to talk about my family. Name simple features in my setting. Recognise things in my environment I can repeat actions that have an effect, eg push and pull toys Can explore natural material inside and outside. Observe plants and trees Make marks on pictures of plants and animals Use a range of cause and effect toys.</p> <p>Celebrate different religious events Notice the weather. Notice different seasons Beginning to care for an animal Beginning to care for a plant Tidy up and respect environment</p> <p>Manipulate and play with different resources, eg small world. Use my imagination when using materials. Beginning to remember songs and join in with them Beginning to recognise colours Can explore paint Make rhythmical and repetitive sounds</p>	<p>Build independence with a range of appropriate resources</p> <p>Repeat words and phrases in stories. Respond to pictures and words in books. Make simple questions and comments about stories Enjoy simple rhyming and rhythmic activities Role play linked to stories I know. Repeat words and phrases from familiar stories and join in with actions. I can sing songs and say rhymes independently. Add marks to drawings and give meaning to them Make marks to write my 'name' Listen to stories set in different places and time.</p> <p>Take part in finger rhymes with numbers. Compare amounts using language more, lots, same. Say when number of items has changed (up to 3) Begin to name some basic shapes. Recognise shapes around me. Notice patterns and arrange patterns.</p>	<p>Count in everyday contexts, not accurately. Begin to use language and gesture to indicate size and weight Play with shapes Anticipate times of the day, eg, lunch and bedtime</p> <p>Begin to talk about my family. Name simple features in my setting. Recognise things in my environment I can repeat actions that have an effect, eg push and pull toys Can explore natural material inside and outside. Observe plants and trees Make marks on pictures of plants and animals Use a range of cause and effect toys.</p> <p>Celebrate different religious events Notice the weather. Notice different seasons Beginning to care for an animal</p>	<p>Build independence with a range of appropriate resources</p> <p>Repeat words and phrases in stories. Respond to pictures and words in books. Make simple questions and comments about stories Enjoy simple rhyming and rhythmic activities Role play linked to stories I know. Repeat words and phrases from familiar stories and join in with actions. I can sing songs and say rhymes independently. Add marks to drawings and give meaning to them Make marks to write my 'name' Listen to stories set in different places and time.</p> <p>Take part in finger rhymes with numbers. Compare amounts using language more, lots, same. Say when number of items has changed (up to 3) Begin to name some basic shapes. Recognise shapes around me. Notice patterns and arrange patterns.</p>	<p>Count in everyday contexts, not accurately. Begin to use language and gesture to indicate size and weight Play with shapes Anticipate times of the day, eg, lunch and bedtime</p> <p>Begin to talk about my family. Name simple features in my setting. Recognise things in my environment I can repeat actions that have an effect, eg push and pull toys Can explore natural material inside and outside. Observe plants and trees Make marks on pictures of plants and animals Use a range of cause and effect toys.</p> <p>Celebrate different religious events Notice the weather. Notice different seasons Beginning to care for an animal</p>	<p>Build independence with a range of appropriate resources</p> <p>Repeat words and phrases in stories. Respond to pictures and words in books. Make simple questions and comments about stories Enjoy simple rhyming and rhythmic activities Role play linked to stories I know. Repeat words and phrases from familiar stories and join in with actions. I can sing songs and say rhymes independently. Add marks to drawings and give meaning to them Make marks to write my 'name' Listen to stories set in different places and time.</p> <p>Take part in finger rhymes with numbers. Compare amounts using language more, lots, same. Say when number of items has changed (up to 3) Begin to name some basic shapes. Recognise shapes around me. Notice patterns and arrange patterns.</p>
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	<p>Basic skills in turning on and operating some equipment</p>	<p>Complete simple puzzles. Compare size and weight using gesture and language eg, bigger, little, small, high low etc</p> <p>Understand differences in families, ourselves and others Recognise different settings in stories. Role play as different people in the community. Name body parts including teeth. Explore materials with different properties. Name some familiar animals. Use some senses to notice nature in and out of my setting. Celebrate different religious events. Notice the weather Notice different seasons Care for animal with support Care for plant with support Tidy up and respect environment</p> <p>Make simple models expressing ideas Express feelings and ideas through mark making, giving it meaning. Move and dance to music Develop pretend play</p>	<p>Beginning to care for a plant Tidy up and respect environment</p> <p>Manipulate and play with different resources, eg small world. Use my imagination when using materials. Beginning to remember songs and join in with them Beginning to recognise primary colours Can explore paint Make rhythmical and repetitive sounds</p> <p>Basic skills in turning on and operating some equipment</p>	<p>Complete simple puzzles. Compare size and weight using gesture and language eg, bigger, little, small, high low etc</p> <p>Understand differences in families, ourselves and others Recognise different settings in stories. Role play as different people in the community. Name body parts including teeth. Explore materials with different properties. Name some familiar animals. Use some senses to notice nature in and out of my setting. Celebrate different religious events. Notice the weather Notice different seasons Care for animal with support Care for plant with support Tidy up and respect environment</p> <p>Make simple models expressing ideas Express feelings and ideas through mark making, giving it meaning. Move and dance to music Develop pretend play</p>	<p>Beginning to care for a plant Tidy up and respect environment</p> <p>Manipulate and play with different resources, eg small world. Use my imagination when using materials. Beginning to remember songs and join in with them Beginning to recognise primary colours Can explore paint Make rhythmical and repetitive sounds</p> <p>Basic skills in turning on and operating some equipment</p>	<p>Complete simple puzzles. Compare size and weight using gesture and language eg, bigger, little, small, high low etc</p> <p>Understand differences in families, ourselves and others Recognise different settings in stories. Role play as different people in the community. Name body parts including teeth. Explore materials with different properties. Name some familiar animals. Use some senses to notice nature in and out of my setting. Celebrate different religious events. Notice the weather Notice different seasons Care for animal with support Care for plant with support Tidy up and respect environment</p> <p>Make simple models expressing ideas Express feelings and ideas through mark making, giving it meaning. Move and dance to music Develop pretend play</p>
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		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		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		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
<b>Suggested texts and rhymes</b>	Meg and Mog Guess how much I love you in the Autumn Room on the broom	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 Peppa meets the queen The queens hat	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 Baby love scientists	In the jungle Look inside the jungle Noisy jungle  Meet the meerkat Desert animals
<b>Vocabulary</b>	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
<b>Work of Art:</b>	Andy Goldsworthy  'Roman leaves laid around hole'	Van Gogh  'Railway carriages'	Paul Klee  "Castle and sun "	Joan Miro  'The smile of the flamboyant wings'	Piet Mondrian  "Broadway boogie Woogie'	Patrick Heron  "Azalea garden "
<b>Festivals and celebrations</b>	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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		St Andrew's Day Guru Nanak Advent + Christmas Thanksgiving Hanukah		Easter Baisakhi		
<b>Enrichment – Outings/visitors/special events</b>	Guides dog Police officers Nurse Harvest	Children in Need Yr 1 Christmas play Reception Carol concert Remembrance day Black history week Guinea Pig Visit Nursery rhyme week Physical Development on the field (with the sports leaders)	Chinese New Year Post a valentine card Pancake snack	Easter craft Sport Relief Earth Day  World book day-visit school library	Guinea Pig Visit	Teddy bear picnic  Physical Development on the field (with the sports leaders)
<b>SMSC/BV/SV</b>	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	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	SP – understanding own feelings M – explaining own views and offering reasons S – taking turns in conversations Cult – understand the diversity of the school BV – democracy, vote with friends to make decisions SV - perseverance	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	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	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 fairplay in sports SV - collaboration, working with friends, teamwork
<b>CofEL</b>	<b>Playing and exploring –</b> Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught.	<b>Playing and exploring –</b> Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught.	<b>Playing and exploring –</b> Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices.	<b>Playing and exploring –</b> Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Do things independently that they have been previously taught.	<b>Playing and exploring –</b> Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices.	<b>Playing and exploring –</b> Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught.

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	<p><b>Respond to new experiences that you bring to their attention.</b> Bring their own interests and fascinations into early years settings.</p> <p><b>Active learning –</b> 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.</p> <p><b>Creating and thinking critically-</b> 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>Respond to new experiences that you bring to their attention. 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