



EYFS Curriculum Overview 2022-23

Careful consideration has been given to which themes, stories and experiences will excite the children and produce the most effective learning; while remaining flexible enough to respond to children's interests. The topics are starting points for the children's play and learning and we are keen to develop topics following the children's interests and ideas. The topics that we cover are very flexible and interest driven by the children.

	Autumn 1 (7 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 Weeks)	Summer 1 (5 Weeks)	Summer 2 (6 Weeks)
EYFS Potential themes	Magical me!	Let's Celebrate!	Our Heroes!	Sea, sky and beyond!	There's a worm at the bottom of the garden!	Let's grow!
Potential Themes/Topics	Starting School Where I live Making relationships Similarities & Differences between ourselves School Values and class rules Class Dojo rewards Harvest Halloween Class/School Safety including hygiene & self-care Growing & Changing Bodies & Relationships	Birthdays Fireworks Bonfire Night Diwali Remembrance Christmas Fire Safety Oral Hygiene Giving and Receiving Anti-bullying	Doctors & Nurses NHS Firefighters Police Superheroes Heroes at home Online Safety – Safer Internet Medicines, Drugs & Bugs Oral Hygiene Chinese New Year Maps & Plans Personal Safety (+ Stranger Danger) Online Safety	Walk in locality of school Maps & Plans Directions (Codapillar/Beebots) Around the World Dinosaurs (World Book Week) Transport Road Safety	Go Jettors – People/Places/Planet – Places/Environments around the World Animals in their natural habitats (Deserts/Oceans/Towns&Cities/Farms) Personal Safety (Stranger Danger) Online Safety The Queen	Plants – observe seeds/growth Animals – naming, sorting, life cycles Plastics/Pollution How I've grown & changed – Past, Present, Future Sun Safety/Water safety Growing & Changing Bodies & Relationships
Ongoing Themes	Mental Health & Well-Being, Physical Health & Well-Being, Friendships & Anti-Bullying Growth & Change – Plants and Seasons – plant sunflower, pea, tomato, pumpkin, cucumber seeds at appropriate times & observe growth/discuss life cycles					
Texts	<u>Main Texts</u> Goldilocks & the Three Bears (including song – When Goldilocks went to the house of the bears The Colour Monster Everybody has a name (Poem) Little People Big Dreams - Rosa Parks	<u>Main Texts</u> Little Glow Windows The Three Little Pigs Little Red Riding Hood The Best Diwali Ever Snappy Croc!	<u>Potential texts</u> When I Grow Up! What do grown-ups do all day? Supertato! Supertato, Night of the Living Veg!	<u>Potential texts</u> Pirates Love Underpants Aliens Love Underpants Dinosaurs Love Underpants Harry and his Bucketful of Dinosaurs The Fish who could Wish. How big?	<u>Potential texts</u> We're going on a Bear Hunt The Bumblebear The Very Hungry Caterpillar Animal Chatter - Poem 10 Tiny Tadpoles	<u>Potential Texts</u> The See-Saw Somebody Swallowed Stanley! Sharing a Shell The Rainbow Fish Winnie at the Seaside What a waste! (Plastic Pollution texts) Clean up!

	<p><u>Additional texts (to enhance vocabulary)</u> Baby Brains Peace at last Friends by Eric Carle Aren't you tired Little Bear? Bear feels shy/kind Elmer book series</p> <p><u>Nursery Rhymes</u> 1,2 , 3, 4, 5 once I caught a fish alive. Twinkle Twinkle Incy Wincy Spider Wheels on the Bus Grand old duke of York Brush Your Teeth</p>	<p><u>Additional texts (to enhance vocabulary)</u> The Christmas Story A Little Star Bonfire Poetry Elmer and Wilbur Traction Man (link to Christmas)</p> <p><u>Nursery Rhymes</u> The Animals Went in 2 by 2 5 Little Monkeys There Was an Old Lady Baa Baa Black sheep The Big Ship Sails Humpty Dumpty</p>	<p><u>Additional texts (to enhance vocabulary)</u> Charlie the Firefighter Busy People book series Cops and Robbersc – Allan Ahlberg Franklin goes to Hopsital Franklin goes to School Topsy and Tim Series Biff, Chip and Kipper Series Going to: Doctors Opitician Vets</p> <p><u>Nursery Rhymes</u> Down at the Station This Old Man 5 Little Men Brush Your Teeth</p>	<p><u>Additional texts (to enhance vocabulary)</u> Georgia O’Keeffe – Little People Big Dreams Oi Cat! Oi Cat!</p> <p><u>PSED Texts</u> Ruby’s Worry Ravi’s Roar</p> <p><u>Nursery Rhymes/Songs</u> Wiggly Woo 5 Little Men Little Miss Muffet Noah’s Ark Charanga Songs Brush your teeth</p>	<p><u>Additional texts (to enhance vocabulary)</u> David Attenborough – Little People Big Dreams Oi Frog! Incy Wincy Spider (Twisted Tale) The Big Bug Hotel The Gruffalo</p> <p><u>PSED Texts</u> Perfectly Norman</p> <p><u>Nursery Rhymes/Songs</u> Do Re Mi Sunshine Showers and Rainbows A tiny seed Down in the Jungle</p>	<p><u>Additional texts (to enhance vocabulary)</u> Bee & Me! Afiya What the ladybird heard at the seaside Mr Seaside</p> <p><u>Nursery Rhymes/Songs</u> Sunglasses Oh I do like to be besides the seaside!</p>
C LL	<p>Role Play- Home Corner Focus on listening and attention Follow instructions Turn taking Sharing resources Snack Area – engaging in conversations</p>	<p>Role Play- Supermarket (Aldi) Listen and respond to others Answer simple questions Turn taking Sharing resources Retell simple stories Following instructions Snack Area – engaging in conversations</p>	<p>Neli Program Role Play- Vets Re- enact stories Describe characters Extend vocabulary Snack Area – engaging in conversations</p>	<p>Neli Program (Possible) Role Play- Café/Pirate Ship Re-enact stories using repetitive language Answer how and why questions Snack Area – engaging in conversations</p>	<p>Neli Program (Possible) Role Play-Explorer tent/jungle Talk about experiences Snack Area – engaging in conversations</p>	<p>Neli Program (Possible) Role Play- Beach house/promenade café Develop own narratives Snack Area – engaging in conversations</p>
PSED	<p>Settling in, class rules+routines and expectations Naming feelings</p>	<p>Trying something new Building confidence Being aware of others</p>	<p>Playing together, taking turns and sharing Pantosaurus – private parts!</p>	<p>Building independence and confidence to make decisions Road Safety</p>	<p>Form positive relationships and share fairly Pantosaurus – private parts!</p>	<p>Show sensitivity to others’ feelings. Ability to cope confidently with change- Transition</p>
PD	<p>Awareness of space Exploration of large-scale movements. Managing personal needs Pencil Grip Fundamental Movement Skills</p>	<p>Dance, move confidently to music- Fireworks Explore one-handed tools with confidence Pencil Grip Fundamental Movement Skills</p>	<p>Control of body and balance. Exploration of large apparatus EYFS Gymstars – developing fundamentals/physical activity Hopping, jumping, throwing</p>	<p>Developing skills using small apparatus, throwing, catching How to keep healthy Fundamental Movement Skills</p>	<p>Dance- movement linked to texts/stories//animals i.e Lion King Fundamental Movement Skills</p>	<p>Team games including small apparatus Fundamental Movement Skills</p>

Literacy	<p>Phonics- Sound discrimination, rhyming skills</p> <p>Understand print carries meaning</p> <p>Recognise own name and some familiar words</p> <p>Mark making, letter formation</p> <p>Writing own name</p> <p>Phase 2 sounds Red Rose introduction</p>	<p>Mark making</p> <p>Phonics- blending cvc words, reading simple captions</p> <p>Be aware of how stories are structured</p> <p>Describe characters and events.</p> <p>Writing instructions (Diwali)</p> <p>Write receipts (role play)</p> <p>Posters, cards</p> <p>Writing own name</p>	<p>Phonics- blend cvc words with digraphs, read simple sentences</p> <p>Know print is read from left to right</p> <p>Suggest how a story may end</p> <p>Write cvc words</p> <p>Write simple captions/sentences to describe pictures from text</p>	<p>Phonics-blend cvc words with digraphs and read sentences.</p> <p>Read high frequency words</p> <p>Non-fiction books</p> <p>Demonstrate understanding of what is read.</p> <p>Write shopping lists of food, menus and simple instructions.</p> <p>Write recognisable letters</p>	<p>Phonics- blend cvcc, ccvc words. Read simple sentences</p> <p>Be aware of story book language in traditional tales.</p> <p>Read sentences with more confidence and fluency</p> <p>Write speech bubbles for characters</p> <p>Writing recognisable words and captions</p> <p>Write poems</p>	<p>Phonics- read two syllable words and high frequency words.</p> <p>Demonstrate understanding of what is read.</p> <p>Take note of punctuation</p> <p>Write own sentence using vocabulary influenced by books.</p> <p>Writing captions/short sentences which make sense to others</p>
	Mathematics	<p>Rote counting from 1</p> <p>Cardinality</p> <p>Count reliably with objects 1-5 using one to one correspondence</p> <p>Place numbers in order 1-5</p> <p>Compare two sets of objects saying which is more or less</p> <p>Name shapes by building or making arrangements with shapes/objects</p> <p>Talk about different times in the day</p> <p>Understand counting is finding out how many</p> <p>State without counting (subitise)</p> <p>Use language of movement and direction</p>	<p>Rote counting to 10 and count backwards</p> <p>State without counting (subitise)</p> <p>Name common 2d and 3d shapes</p> <p>Create patterns with shapes</p> <p>Understand addition and subtraction using part-part-whole</p> <p>Identify 1 more or 1 less</p> <p>Classify and sort shapes</p> <p>Begin to recall number bonds to 5</p> <p>Add two 1 digit numbers</p> <p>Subtract a single digit number</p> <p>Write numerals</p>	<p>Rote counting beyond 10 and count backwards</p> <p>Count from a given number</p> <p>State without counting (subitise)</p> <p>Understand we need to pay for goods</p> <p>Talk about what they want to spend their money on</p> <p>Understand the measurement of volume/capacity as full, half full and empty</p> <p>Compare more/less for two of the same container</p> <p>Understand weight as heavy/light</p> <p>Understand distance as length, width and height</p>	<p>Rote counting beyond 20</p> <p>Count from a given place</p> <p>State without counting (subitise)</p> <p>Sort shapes according to their criteria</p> <p>Understand composition of teen numbers – a group of 10 plus another number</p> <p>Explore the pattern of odd and even</p> <p>Identify numerals 1-20</p> <p>Partition objects in different ways</p> <p>Begin to recognise and recall number bonds to 10</p> <p>Place numbers from 0-20 in order</p> <p>Write numerals</p>	<p>Rote counting beyond 20</p> <p>State without counting (subitise)</p> <p>Identify numerals 1-20 and write them</p> <p>Understanding sharing is splitting into equal parts</p> <p>Understand doubling is adding the same number to itself</p> <p>Identify 1 more or 1 less</p> <p>Recognise and recall number bonds to 10</p> <p>Understand ordinal numbers</p> <p>Add two 1 digit numbers totalling greater than 10</p> <p>Subtract a single digit number from a number greater than 10</p>

	<p>Name parts of the body Talk about my family Name features in my environment Observe and talk about some similarities and differences between me and others Explore technology in classroom, ipad , listening centre Begin to understand the past and present Observe changes within ourselves <u>Understanding of the Past - Rosa Parks – History/bravery linked to BHM</u> RE – Special Times Occasions/Celebrations linked to Phonics Celebration + making invitations Observe changes to water, freezing and melting.</p>	<p>Observe similarities and differences in the environment. Observe ice if weather permits. Make observations about plants/animals i.e bird migration Recognise environments different to where I live Talk about events in their own lives and join in family celebrations and traditions. Fireworks, Christmas/Nativity Know places are special to people in their community (places of worship) Investigate ICT using the Codapillar or toys which have moving parts. <u>Managing self/oral hygiene</u> Understand how to manage their own basic hygiene and personal needs</p>	<p>Identify people who can help them. Find out about different occupations. Talk about and make healthy food choices, link to Doctors/Dentist and design fruit kebab <u>Managing self/oral hygiene</u> Know the importance of healthy food choices. Talk about how food can be changed by heating or cooling e.g chocolate, toast. Locate our school on a map. Create a map of a local area Fine China on a map – link to Chinese New Year Understand Chinese traditions To become familiar navigating an ipad. RE – Special People</p>	<p>Celebrations, Easter Do people celebrate and how? Explore and sort materials that float and sink. Observe and talk about features in the garden and local park. Develop an awareness of Road Safety To begin to understand the life cycle of plants/flowers. To observe changes in Spring Using technology to record different events, microphones, camera, ipad.</p>	<p>Talk about similarities and differences of animals. To match animals with their young To know how to care for animals Know how simple ICT works Use age appropriate software, paint program. Name and describe animals that live in and around water. Observe to find out about different habitats. Understand that some animals live in water To begin to understand the life cycle of plants/flowers. Know about mini-beats in our environment (outdoor classroom) Scientist Animal behaviour and welfare scientist – Jemma Dias</p>	<p>Talk about and observe the growth and change of seeds, beans. Life cycle of a chick, butterfly. The life cycle of a seed. Use the mouse to select objects on screen and label using the keyboard. Know some differences of Morecambe from the past/present Scientist Plant Biologist – Angie Burnett RE – Special Places</p>
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Expressive Arts and Design	<p>Sing nursery rhymes, action and number songs.</p> <p>Explore musical instruments.</p> <p>Re-enact roles in the home corner.</p> <p>Use different media to create self-portrait.</p> <p>Use chalks to create skeleton pictures.</p>	<p>Clap different rhythms and use instruments to maintain steady beat.</p> <p>Learn Nativity songs</p> <p>Use different materials to create decorations for celebrations i.e Diwali, Bonfire Night</p> <p>Explore mixing colours and printing with celery (Calendars in style of William Morris)</p> <p>Christmas Cards</p>	<p>Role-play – Re create roles and act out stories.</p> <p>Learn new nursery rhymes and introduce instruments (Charanga)</p> <p>Use different materials to construct fire station/ police station etc at creative station</p> <p>To use a variety of joining techniques, introducing new ways to join i.e stapling</p>	<p>Role-play –pirate ship</p> <p>Use different materials to construct ship, caves for sea creatures.</p> <p>Create patterns for fish</p> <p>Use shells, seaweed and natural materials to create pictures/sculptures</p> <p>Drawing - Georgia O Keefe Flower/nature Art</p> <p>Key Art Display 22/23- outside main office</p>	<p>Use different materials to create a collage for the different features from Bear Hunt</p> <p>Use instruments to accompany story making decisions about which sound is appropriate.</p> <p>Plan a Teddy Bear's Picnic together learning songs and making posters/signs</p> <p>Design and make a habitat for an animal</p> <p>Explore sewing and designing a small purse/bag to take on bear hunt</p>	<p>Role-Play</p> <p>Paintings – Chas Jacob inspired</p> <p>Explore animal prints/patterns</p> <p>Small world, design a zoo , construct animal homes.</p> <p>Songs about animals</p>
SMSC	<p>Tolerance of those of different faiths.</p> <p>Exploring similarities and differences between ourselves and others; among families, faiths, communities, cultures and traditions</p>	<p>Mutual respect</p> <p>How to be part of a community and managing our feelings and behaviour</p>	<p>The Rule of Law</p> <p>Learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with consequences</p>	<p>Tolerance of those with different beliefs and cultures.</p>	<p>Democracy</p> <p>Developing our self-confidence and self-awareness to make choices. Working together and group decision-making</p>	<p>Individual liberty</p> <p>Self-Knowledge, self-esteem and increasing confidence in our own abilities</p>
Visitors and/or Visits	<p><u>Possible visits/visitors</u> Mother and baby visit. Regent park - signs of Autumn Walk</p>	<p><u>Possible visits/visitors</u> Supermarket visit (Aldi) St Barnabas Church Pantomime – Blackpool Diana NISCU</p>	<p><u>Possible visits/visitors</u> Policer Officer/PCSO Visit Lancaster Search and Rescue</p>	<p><u>Possible visits/visitors</u> Imagine That Science Visit Regent Park Spring Visit</p>	<p><u>Possible visits/visitors</u> Diana NISCU Emma – Wildlife trust</p>	<p><u>Possible visits/visitors</u> Beach Trip Lifeboat Station</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Potential curriculum links</p>	<p>EAD - Creative/Art Self Portrait Family pictures Autumn Frames UW- History Family events Past and present UW- Geography Where I live UW- Science Seasons - Autumn Growth and change Making porridge UW – Computing Using ipads within the classroom PSHE Who am I? Looking after myself</p>	<p>EAD-Creative/Art Cards and Calendars (Printing) Transient art Diwali Candles UW- History Events in our own lives Introduction of timeline UW-Geography Houses and homes Recognising different environments UW- Science Seasons - Winter Natural World – Bird Migration UW – Computing Exploring the codapillar PSHE Personal items Giving and receiving</p>	<p>UW- Science Seasons Weather Healthy Food choices Changes – Heating/Cooling UW - History Introduction to timelines UW- Geography Locality EAD - Creative/Art modelling/transient art (Drawing) Natural objects UW – Computing PSHE Healthy food choices Oral hygiene</p>	<p>UW- History Timeline introduction UW- Geography Stories from different countries. UW- Science Weather/Seasons - Spring UW- Geography Map making – local area EAD - Creative/Art Easter crafts Creating natural objects UW – Computing PSHE</p>	<p>UW- Geography Habitats UW – Science Seasons Animals Growth and Change (vegetable plot/sewing) Science Week – enquiry biscuit investigation UW-History Timeline – Queen’s life EAD - Creative/Art Sewing project Exploring junk modelling PSHE</p>	<p>UW- History Sequencing life cycle EAD - Creative/Art (Painting) of our seaside Transient Art/Loose parts UW- Science Growth and change Seasons – Summer UW – Computing PSHE</p>
<p>KEY DATES</p>						