

EYFS Curriculum Overview 2023 - 24

| | Autumn | | Spring | | Summer | |
|--|---|--|--|---|---|---|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Literacy | Sequencing familiar stories. Name writing. Writing initial sounds. | Writing CVC words. Write labels and captions. Retelling stories. | Write a short phrase, lists, labels and captions. Sequencing stories using beginning, middle and end | Write a short phrase, lists. Sequencing stories using beginning, middle and end. | Write short sentences. Sequencing a story using beginning, middle and end. Write lists, captions and labels. | Write short sentences. Sequencing a story using beginning, middle and end. Simple story writing. |
| White Rose Maths | <u>Just like me!</u> Number: match and sort, compare amounts Measurement: size, mass, capacity, pattern <u>It's me 1, 2, 3!</u> Number: representing, comparing and composition of 1, 2 and 3 Geometry: circles and triangles, position and direction <u>Light and dark</u> Number: representing numbers to 5, more and less Geometry: shapes with 4 sides Measurement: time | | <u>Alive in 5!</u> Number: introduce zero, comparison and composition of 4 and 5 Measurement: mass and capacity <u>Growing 6, 7, 8</u> Number: numbers 6, 7 and 8, combining 2 groups Measurement: length and height, time <u>Building 9 and 10</u> Number: numbers 9 and 10, bonds to 10 Shape: 3D shapes, pattern | | <u>To 20 and beyond!</u> Number: numbers beyond 10 Spatial reasoning: match, rotate, manipulate <u>First, then, now</u> Number: adding more, taking away Spatial reasoning: compose and decompose <u>Find my pattern</u> Number: doubling, sharing, evens and odds Spatial reasoning: visualise and build <u>On the move</u> Number: patterns and relationships Spatial reasoning: mapping | |
| Understanding the world (Science) | Parts of the body <i>Seasonal change</i> | Nocturnal animals Light and shadows <i>Seasonal change</i> | Animals and habitats – hot and cold countries Hibernation States of matter – freezing and melting <i>Seasonal change</i> | Structure of plants What do plants need to grow? <i>Seasonal change</i> | Life cycles Minibeasts <i>Seasonal change</i> | Floating and sinking Properties of materials <i>Seasonal change</i> |
| Understanding the world (History) | My family, my life so far Look at the lives of people around them. Toys | | How is life now compared to the past? Local area | | Castles and monarchs | |

Empathy

Honesty

Respect

Responsibility

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|--|---|---|--|--|---|--|
| Understanding the world (Geography) | Where do I live? <i>Seasonal change</i> | Hot and cold countries <i>Seasonal change</i> | Our local area <i>Seasonal change</i> | Farming <i>Seasonal change</i> | What animals live where I live? <i>Seasonal change</i> | Patterns in nature <i>Seasonal change</i> |
| Art and Design | Self-portraits drawing and painting | Colour mixing | Hot and cold colours Collage | Observational drawings <i>Artist – Andy Goldsworthy</i> | Patterns in nature Printing <i>Artist - Henri Matisse</i> | Collage, texture |
| Design and Technology | Junk modelling Cooking/baking | Clay sculpture Cooking/baking | Junk modelling Cooking/baking | Split pins Cooking/baking | Clay sculpture | Cooking/baking |
| Music | Listen carefully to rhymes and songs, paying attention to how they sound | Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music | Watch and talk about dance and performance art, expressing their feelings and responses | Invent, adapt and recount narratives and stories with peers and their teacher | Listen attentively, move to and talk about music, expressing their feelings and responses | Recap of all objectives throughout the year |
| PE | | | | | | |
| PSHE | Transition Rules and routines Managing feelings | Turn taking Playing cooperatively What makes a good friend? | Developing independence and resilience Conflict resolution | Healthy lifestyles Personal hygiene Dressing and undressing | Setting goals and challenges Perseverance | Transition to Year 1 Aspirations |
| RE | Understanding the World People and communities Develop their sense of responsibility and membership of a community. Continue developing positive attitudes about differences between people. | Diwali, Hannaka and Christmas festivals Know some similarities and differences between different religious and cultural communities | Share their feelings and talk about why they respond to experiences in particular ways. Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps. Easter | Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps. | | 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. |

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