



EYFS Curriculum Overview Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Topic</i> These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	Fantastic Me	Festivals of Light	Once Upon a Time	All Creatures Great and Small	Down at the Bottom of the Garden	Pirates Ahoy!
Key Texts	<p>The Gruffalo Oliver's Vegetables Five Minutes Peace Peace at Last On the Way Home</p>	<p>Room on the Broom Pattan's Pumpkin Owl Babies</p>	<p>The Gingerbread Man The Three Little Pigs Three Billy Goat's Gruff Cleversticks The Runaway Wok</p>	<p>We're Going on a Bear Hunt Dear Zoo If I had a Dinosaur Harry and the Bucket full of Dinosaurs</p>	<p>The Very Hungry Caterpillar What the Ladybird Heard Kitchen Disco Handa's Surprise The Healthy Wolf</p>	<p>The Night Pirates The Whale and the Snail A New Home for the Pirate Polly Parrot Picks a Pirate Billy's Bucket Pugicorn</p>
Literacy	<p>Engage in extended conversations about stories.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Drawing and describing the Gruffalo.</p> <p>Use some print and letter knowledge in early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Making spells.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read some common exception words matched to the school's phonic programme.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read some common exception words matched to the school's phonic programme.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Describing fruit -</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>



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		Form lower-case letters correctly.	Story maps – Form lower-case letters correctly.	writing the sound with letter/s. Dinosaur egg. Chicken life cycle- Understand the key features of an animal life cycle. Simple Fact Files - Using non-fiction books Form lower-case and capital letters correctly.	Form lower-case and capital letters correctly.	Re-read what they have written to check that it makes sense. Make themselves into a pirate- Form lower-case and capital letters correctly.
Mathematics	Count objects, actions and sounds. Count beyond 10. Compare numbers. Explore the composition of numbers to 10. Link the number symbol with its cardinal number value.	Count objects, actions and sounds. Count beyond 10. Subitise. Continue, copy and create repeating patterns. Measurements of time. Explore the composition of numbers to 10. Link the number symbol with its cardinal number value.	Automatic recall number bonds 0-5/0-10. Count beyond 10. Compare numbers. Subitise. Understand the 'one more than' relationship between consecutive numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills (2D/3D shape). Explore the composition of	Count beyond 10. Compare numbers. Understand the 'one less than' relationship between consecutive numbers. Compare length, weight and capacity. Explore the composition of numbers to 10/20 (subtraction).	Count beyond 10. Compare numbers. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Automatic recall number bonds 0-5/0-10. Explore the composition of numbers to 10/20 (doubling and halving).	Count beyond 10. Compare numbers. Compose and decompose shapes so that children recognise a shape, can have other shapes within it, just as numbers can (3D shape). Compare length, weight and capacity. Automatic recall number bonds 0-5/0-10. Explore the composition of numbers to 10/20 (doubling and halving)..



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			numbers to 10/20 (addition).			
Understanding the World	<p>Family history- Talk about members of their family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past (organise events of their own life- basic chronology).</p> <p>Signs of autumn- Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Getting to know the grounds - Look at aerial views of the school, encourage children to comment on what they notice and recognise.</p> <p>Toys from the past</p>	<p>Christmas in the past - Comment on images of familiar situations in the past.</p> <p>Which times are special and why? - Recognise that people have different beliefs and celebrate special times in different ways. Celebrations of Diwali, Hannukah and Christmas.</p>	<p>Traditional Tales Compare and contrast characters from stories, including figures from the past (Nelson Mandela and Capt. Sir Tom Moore) (British Values- Individual Liberty).</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Freezing and thawing- Explore the natural world around them. Talk about the differences between materials and changes they notice.</p> <p>Hot and cold climates – Recognise some environments are different to the ones they live in.</p> <p>Signs of winter- Understand the effect of changing seasons on the natural world around them.</p>	<p>Signs of spring- Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Map making (plan of a zoo and bear hunt) Draw information from a simple map.</p> <p>Which people are special and why?</p>	<p>Houses around the world - Recognise some environments are different to the one in which they live. Know that there are different countries in the world and talk about the differences they can observe.</p> <p>Minibeasts- Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Which places are special and why? Understand that some places are special to members of their community.</p>	<p>Signs of summer- Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Treasure hunt - Draw information from a simple map.</p> <p>Floating and Sinking- Talk about differences between materials.</p> <p>What is special about our world?</p>



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	<p>Comment on images of familiar situations in the past.</p> <p>Where do we belong?</p>		<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Design a way of getting the Gingerbread man across the river- Talk about differences between materials.</p> <p>Which stories are special and why? - Chinese New Year story.</p>			
<p>Expressive Arts and Design</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Self-portraits - Explore, use and refine a variety of artistic effects to express their ideas.</p> <p>Experiment with different types & sizes of brushes.</p> <p>Name primary colours and experiment with</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Festival of Light Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Salt dough Diva lamps Colours in the environment - autumn, night-time lights, colours of different festivals.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Making a model of a house – junk modelling constructing on a small and large scale.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Bear Hunt collage - Create rubbing, prints – explore and refine a variety of artistic effects to express ideas.</p> <p>Bear Hunt Explore and engage in music making and</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Make a Garden- Create collaboratively sharing ideas, resources and skills.</p> <p>Patterns - Name primary colours and experiment with mixing 2 colours together. Explore simple symmetry.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Parrots Name primary colours and experiment with mixing 2 colours together.</p> <p>Music - 20th Century Music Comment and respond to recorded music from different traditions and genres.</p>



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	<p>mixing 2 colours together.</p> <p>Music- Pulse Keep steady pulse. Long and short sounds.</p>	<p>Music- Voice Sing songs – small note range. Take turns when singing. Action songs.</p>	<p>The three little pigs' houses – making and testing their designs.</p> <p>Kandinsky Shape Experiment with different types & sizes of brushes. Name primary colours and experiment with mixing 2 colours together.</p> <p>Camouflage art – Name primary colours and experiment with mixing 2 colours together.</p> <p>Pantomime Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Music - Rhythm Explore rhythm through play. Create rhythms. Changes in tempo.</p>	<p>dance, performing solo or in groups.</p> <p>Music - Pitch Broadly control changes in pitch. Sing broadly in tune with a limited pitch range. Respond to recordings of own voice, sounds and instruments.</p>	<p>Explore own simple patterns, texture colours of nature and features of the natural world.</p> <p>Arcimboldi Fruit and vegetables.</p> <p>Music- Technology – form and structure Create music and suggest symbols to represent sounds. Explore and change sounds through play and technology. Comment and respond to recordings of own voice and environmental sounds.</p>	
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<p>Physical Development</p>	<p>Dough Disco/Split pin body Develop their fine motor skills so that they can use a range of tools confidently, competently and safely (paintbrushes, scissors, knives, forks and spoons).</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gymnastics Progress towards a more fluent style of moving, with develop control and grace.</p> <p>Games Revise and refine the fundamental movement skills they have already acquired.</p> <p>Develop the overall body strength, co-ordination, balance and agility.</p>	<p>Develop their fine motor skills so that they can use a range of tools confidently, competently and safely (paintbrushes, scissors, knives, forks and spoons).</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gymnastics Progress towards a more fluent style of moving, with develop control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors</p>	<p>Develop their fine motor skills so that they can use a range of tools confidently, competently and safely (paintbrushes, scissors, knives, forks and spoons).</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Dance Progress towards a more fluent style of moving, with develop control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility.</p>	<p>Develop their fine motor skills so that they can use a range of tools confidently, competently and safely (paintbrushes, scissors, knives, forks and spoons).</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Games Develop the overall body strength, co-ordination, balance and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors</p>	<p>Develop their fine motor skills so that they can use a range of tools confidently, competently and safely (paintbrushes, scissors, knives, forks and spoons).</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gymnastics Progress towards a more fluent style of moving, with develop control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility.</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop their fine motor skills so that they can use a range of tools confidently, competently and safely (paintbrushes, scissors, knives, forks and spoons).</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Athletics Develop the overall body strength, co-ordination, balance and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball</p>
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	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming).</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Start taking part in some group activities where they work as a team.</p> <p>Health and self – care- Develop the skills they need to manage the school day successfully.</p> <p>Know and talk about different factors that support their health - Fruit and vegetables, tooth brushing.</p> <p>Body parts.</p>	<p>and outside, alone and in a group.</p>	<p>Combine different movements with ease and fluency.</p> <p>Ball Skills Further develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming).</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming).</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Parachute Games Start taking part in some group activities where they work as a team.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Team Games Start taking part in some group activities where they work as a team.</p> <p>National Smile Month- Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Health and self – care- Know and talk about different factors that support their health - Fruit and vegetables</p>	<p>skills (throwing, catching, kicking, passing, batting and aiming).</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Parachute Games Start taking part in some group activities where they work as a team.</p>
Communication and Language	Use new vocabulary in different contexts.	Use new vocabulary in different contexts.	Use new vocabulary in different contexts.	Use new vocabulary in different contexts.	Listen to and talk about stories build familiarity and understanding.	Listen to and talk about stories build familiarity and understanding.



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	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories build familiarity and understanding.</p> <p>Develop social phrases.</p> <p>Use talk to help solve problems.</p> <p>Begin to use some connectives when talking.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories build familiarity and understanding.</p> <p>Use talk to help solve problems.</p> <p>Begin to use some connectives when talking.</p>	<p>Listen to and talk about stories build familiarity and understanding.</p> <p>Use talk to help solve problems.</p> <p>Begin to use a range of connectives when talking.</p> <p>Fairy tales - Listen carefully and begin to understand the use of familiar or repeated phrases – Happily ever after, Once upon a time.</p> <p>Retell a familiar story.</p>	<p>Listen to and talk about stories build familiarity and understanding.</p> <p>Use talk to help solve problems.</p> <p>Use a range of connectives when talking.</p> <p>Dinosaur facts- Engage in non-fiction books. Talk about the differences between these and fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use talk to help solve problems.</p> <p>Use a range of connectives when talking.</p> <p>Trying different fruit - Learn new vocabulary- comparing fruits – feel, smell, taste etc.</p> <p>Use new vocabulary in different contexts.</p>	<p>Use talk to help solve problems.</p> <p>Use a range of connectives when talking.</p> <p>Talk like a pirate - Learn new vocabulary and objects related to pirates. Use new vocabulary in different contexts.</p>
<p>Personal, Social and Emotional Development</p>	<p>Beginning and Belonging - See themselves as valuable individuals.</p> <p>Build constructive and valuable relationships.</p> <p>My Body and Growing up – Identify and moderate their own feelings</p>	<p>My Emotions - Express their feelings and consider the feelings of others.</p> <p>Show different emotions in drawings and paintings.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Me and my World - Show resilience and perseverance in the face of challenge.</p> <p>Keeping Safe-</p>	<p>My Family and Friends - Build constructive and respectful relationships.</p> <p>Keeping Safe -</p>	<p>Healthy Lifestyles – Managing their own needs.</p>	<p>Identities and Diversity- Think about the perspectives of others.</p>



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	socially and emotionally.					
Cultural Capital Building Opportunities	Forest School	Forest School Foraging for fruit and baking. Pumpkin carving. Christmas performance in school.	Forest School Gardening Chinese New Year Pantomime	Forest School Gardening	Forest School Gardening Stonehurst Family Farm/Ash End House Children's Farm	Forest School Gardening