

EYFS Curriculum Overview Term Plan 2024-2025-ONGOING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>This is Me</i>		<i>All around Me</i>		<i>My Amazing Adventures</i>	
Mini themes (Themes may be modified at various points to reflect the children's interests.)	<ul style="list-style-type: none"> All about me- Likes and dislikes, acceptance of others Exploring emotions Naming basic parts of the human body My new school Families and traditions Black History Month 	<ul style="list-style-type: none"> Staying Safe – Roles in society – people who keep us safe Differences and similarities – cultures/religion beliefs/traditions Celebrations- Bonfire Night, Christmas (Nativity), Diwali, Hannukah Remembrance Day 	<ul style="list-style-type: none"> Winter Where we live – past and present images Homes around the world Differences and similarities – cultures/religions beliefs/traditions- The Lunar New Year 	<ul style="list-style-type: none"> Growing and healthy eating, healthy bodies, baby to child Plants- Farm to Fork Fruit Minibeasts- life cycles Easter Differences and similarities – cultures/religions beliefs/traditions (Pancake Day) 	<ul style="list-style-type: none"> Dinosaurs- What did Jurassic World look like? Carnivore V Herbivore V Omnivore Exploring the role of a palaeontologist Recycling Looking after our planet, Earth 	<ul style="list-style-type: none"> Transport Holidays Spain Pirates Changes – moving to Year 1, growing up, worries, feelings
Curiosity	<i>Visit to Church</i> <i>Visit from Police Officer</i> <i>Visit from Fire Engine</i> <ul style="list-style-type: none"> All about me collages Family photographs Diwali Hanukkah Birthdays resources Christmas nativity and tree Mini me's and mirrors Velcro people – cultures 		<i>Visit to Church</i> <i>Visit from Nurse and Dentist</i> <ul style="list-style-type: none"> Maps of local environment Caterpillars Three pigs building materials Basket of fruit and treats- tasting fruit Sampling Chinese cuisine Planting tools Toothbrush/hairbrush/soap/flannel 		<i>Visit Church</i> <i>Trip to Imagine That!</i> <i>Spanish Day</i> <ul style="list-style-type: none"> Small world environments – Jurassic Park Dinosaurs Palaeontologist equipment- Dinosaur bones etc Past and Present transport Spanish cultural artefacts Spanish food tasting Flamenco dancing Maps 'Worry jar' Transition photos of classroom and teachers 	
CL Checkpoints	<u>End of Autumn 2</u> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important; Describe events in some detail; Develop social phrases; Engage in story times; Listen carefully to rhymes and songs, paying attention to how they sound; 		<u>End of Spring 2</u> <ul style="list-style-type: none"> Learn new vocabulary; Use new vocabulary through the day; Ask questions to find out more and to check they understand what has been said; Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives ; 		<u>End of Summer 2 – EFG</u> <u>Listening and Attention</u> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what has been heard and ask questions to clarify understanding; Hold conversation when engaged in back-and-forth exchanges with teachers and peers. 	

	<p>We're going on a Bear Hunt by Michael Rosen</p> <p>Five Minutes Peace by Jill Murphy</p> <p>Rainbow Fish by Marcus Pfister</p> <p>All are Welcome by Alexandra Penfold</p> <p>Ravi's Roar by Tom Percival</p> <p>Coming to England by Baroness Floella Benjamin</p>	<p>Kipper's Birthday by Mick Inkpen</p> <p>Mog's Birthday by Judith Kerr</p> <p>Non-fiction: Diwali by Acorn: Holidays and Festivals</p> <p>Bonfire Night</p> <p>Christmas around the World by USBORNE Young Readers</p> <p>Hanukkah</p>	<p>What can you see in the Winter? By Sian Smith</p> <p>The Lunar New Year by Natasha Yim</p> <p>A Place Called Home: Look Inside Houses Around the World (Lonely Planet Kids) by Kate Baker and Rebecca Green</p>	<p>I don't want to brush my hair/teeth/bath by Tony Ross</p> <p>The Bad-Tempered Ladybird/The Busy Spider by Eric Carle</p> <p>Superworm by Julia Donaldson</p> <p>Aargh spider by Lydia Monks</p> <p>Non-Fiction: Children's Atlas</p> <p>Non-fiction books about minibeasts, farm animals, plants, and flowers</p>		<p>Children's Atlas</p> <p>Non-fiction books about transport, countries, Spain</p> <p>Additional: On the Way Home by Jill Murphy</p> <p>What the Ladybird Heard on Holiday by Julia Donaldson</p> <p>You Can't Take an Elephant on Holiday by Patricia Cleveland-Peck</p> <p>What Will I Be? by Frances Stickley</p>
<p>R&W Checkpoints</p>	<p>End of Autumn 2</p> <p>Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them; 		<p>End of Spring 2</p> <p>Word Reading</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences; 		<p>End of Summer 2 – ELG</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; 	

	<ul style="list-style-type: none"> • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences; • Form lower-case letters correctly; • Introduce visual representation of the capital grapheme; <p>Writing</p> <ul style="list-style-type: none"> • Giving meaning to marks • Begin to spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them; • Read a few common exception words matched to the school's phonic programme; • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words; • Re-read these books to build up confidence in word reading, their fluency and understanding and enjoyment. <p>Writing</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly; • Spell words by identifying the sounds and then writing the sound with letter/s; • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop; • Write some of the tricky words such as, I, me, my, like, to, the; • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 			
<p>Writing Genre (Samples of genres)</p>	<ul style="list-style-type: none"> • Name writing • Labelling • CVC word writing 	<ul style="list-style-type: none"> • CVC word writing • Writing a list • Simple caption writing • Letter writing (Father Christmas) 	<ul style="list-style-type: none"> • Roleplay writing (writing for a purpose in role play) • Poster writing (WANTED poster) • Writing rhyming words 	<ul style="list-style-type: none"> • Instruction writing • Caption writing • Story writing 	<ul style="list-style-type: none"> • Writing a character description • Story writing 	<ul style="list-style-type: none"> • Writing a country fact file • Recount • Autobiography writing
<p>Phonics (Daily Phonics sessions)</p>	<p>Level 1 and 2</p>	<p>Level 2 and 3</p>	<p>Level 3</p>	<p>Level 3</p>	<p>Level 4</p>	<p>Level 4</p>

Maths (White Rose Maths)	<ul style="list-style-type: none"> • Baseline-Getting to know you • Match, sort and compare • Talk about Measure and Patterns • It's me 1 2 3 	<ul style="list-style-type: none"> • Circles and triangles • 12345 • Shapes with 4 sides 	<ul style="list-style-type: none"> • Alive in 5 • Mass and capacity • Growing 678 	<ul style="list-style-type: none"> • Length, height and time • Building 9 and 10 • Explore 3D shapes • 	<ul style="list-style-type: none"> • To 20 and Beyond • How many now? • Manipulate, compose and decompose • Sharing and grouping 	<ul style="list-style-type: none"> • Sharing and grouping • Make connections • Consolidation
M Checkpoints	End of Autumn 1 <ul style="list-style-type: none"> • Subitise to 3 • Represent 1 - 3 on fingers, on a five frame and with objects • Count with a one-to-one correspondence 	End of Autumn 2 <ul style="list-style-type: none"> • Can subitise to 5 • Understand the composition of numbers 1 to five • Understand whole and part • Represent 1-5 on fingers, five frames and using objects • Recognise and talk about dice patterns • Understand the one more and one less than relationship between consecutive numbers 	End of Spring 1 <ul style="list-style-type: none"> • Can talk about the different ways that amounts of 5 can be made • Link subtraction facts to composition of numbers to 5 • Understand whole and part • Develop sense of numbers beyond 5, and can subitise to 8 • Understand the one more and one less than relationship between consecutive numbers • Understand odd and even patterns 	End of Spring 2 <ul style="list-style-type: none"> • Confidently talk about the different ways that numbers can be made to 5 and apply this knowledge to numbers to 10 • Link subtraction facts to composition of numbers to 5 and to 10 • Use a ten frame confidently • Recall some double facts to 10. • Understand the one more and one less than relationship between consecutive numbers • Understand odd and even patterns 	End of Summer 2 ELC- Number <ul style="list-style-type: none"> • <i>Have a deep understanding of number to 10, including the composition of each number</i> • <i>Subitise (recognise quantities without counting) up to 5</i> • <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</i> 	
To know You more Clearly RE	<i>Creation and Covenant Prophecy and Promise</i>		<i>Galilee to Jerusalem Desert to Garden</i>		<i>To the ends of the Earth Dialogue and Encounter</i>	
EAD	Art		Art		Art	

Art and DT Music and dance	<ul style="list-style-type: none"> • Drawing Club • British Values artwork • Self-portraits – simple representation using paint (colour mixing) • Provision – mark making opportunities to build on mark making skills • Black History month- African art • Firework artwork (Colour mixing) • Remembrance Day artwork • Topic art provision activities 	<ul style="list-style-type: none"> • Drawing Club • Observational drawings – daffodils, fruit • Silhouettes • Provision – painting opportunities to build on painting skills • Easter crafts – collage • Lunar New Year craft activities-painting a blossom tree • Topic art provision activities 	<ul style="list-style-type: none"> • Drawing Club • Provision –drawing opportunities to build on drawing skills • Painting- The Starry Night by Vincent van Gogh • Topic art provision activities
	DI <ul style="list-style-type: none"> • Collage and salt dough (Diya lamps and hedgehogs) • Christmas crafts 	DI <ul style="list-style-type: none"> • Junk modelling – Building a room inside a house • Den building • Making a pinwheel 	DI <ul style="list-style-type: none"> • Sculpture – Dinosaur • Junk modelling- 3D large scale dinosaur • Making dino gloop
	Music <ul style="list-style-type: none"> • All about me songs – If I were a butterfly, 1,2,3 it's good to be me, • Instruments, movement and dance 	Music <ul style="list-style-type: none"> • Growing/minibeast songs – There's a worm at the bottom of the garden, Hop little bunny • Instruments, movement and dance 	Music <ul style="list-style-type: none"> • Changes/ journey songs – • Instruments, movement and dance
EAD Checkpoints	End of Autumn 2 <ul style="list-style-type: none"> • Sing in a group or independently, increasingly matching the pitch and following the melody; • Explore and engage in music making and dance, performing solo or in groups; • Watch and talk about dance and performance art, expressing their feelings and responses; 	End of Spring 2 <ul style="list-style-type: none"> • Develop storylines in pretend play; • Watch and talk about dance and performance art, expressing feelings and responses; • Explore, use and refine a variety of artistic effects to express ideas and feelings; • Return to and build on our previous learning, refining ideas and developing our ability represent them; • Create collaboratively, sharing ideas, resources and skills. 	End of Summer 2 – ELG Creating with Materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share our creations, explaining the process we have used; • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive

			<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and teachers; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
PD	<ul style="list-style-type: none"> Full of Beans (PE)- Walking & Ourselves Classroom routines – dressing, toileting, hand washing Welly Walk Wednesday Gross motor skills – running, wheeled toys, window washing, brushing, tyres, park, digging, stirring, scooping Fine motor skills - threading, pegging, tweezers, dough, cutting and scissor skills, mark making tools, Drawing Club 	<ul style="list-style-type: none"> Full of Beans (PE)- Moving & Jumping Classroom routines – dressing, toileting, hand washing Welly Walk Wednesday Refine gross motor skills – tyres, park, obstacle course, climbing wall Refine fine motor skills – forming letters, using scissors, small pegging, small tweezers, Drawing Club Use gardening tools – digging, planting Healthy eating Den building 	<ul style="list-style-type: none"> Full of Beans (PE)- Hands & Rackets Bats Balls and Balloons Classroom routines – dressing, toileting, hand washing Welly Walk Wednesday Refine fine motor skills – forming letters, using scissors, small pegging, small tweezers, Drawing Club Use real woodwork tools – screw drivers, hammers, nails, screws Playground games – Stuck in the mud, parachute, tag, hide and seek, duck, duck, goose
PD Checkpoints	<p><u>End of Autumn 2</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills that have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing; Progress towards a more fluent style of moving, with developing control and grace; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor; Develop small motor skills in order to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons; Further develop the skills needed to manage the school day successfully: - lining up and queuing – mealtimes. 	<p><u>End of Spring 2</u></p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming; Combine different movements with ease and fluency; Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group; Develop overall body-strength, balance, co-ordination and agility; Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming; Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball; Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p><u>End of Summer 2 – FLG</u></p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

<p>UTW Science Geography History</p>	<p><u>Science and Geography</u></p> <ul style="list-style-type: none"> • Our bodies • Welly Walk Wednesday • Seasonal changes - Autumn/Winter – • Welly Walk Wednesday • Light/dark/shadows • Exploring changing states of matter- melting chocolate freezing/melting • Celebrating other cultures and traditions <p><u>History</u></p> <ul style="list-style-type: none"> • Share life stories • Explore various family units and describe own family. • Use photos to look at families from the past • .Explore people who help us in the community (Firefighters, Police) • Traditions and celebrations (Birthdays, Bonfire Night, Christmas, Diwali, Hannukah) • Remembrance Sunday 	<p><u>Science and Geography</u></p> <ul style="list-style-type: none"> • Seasonal changes – Winter/Spring • Freezing/melting • Welly Walk Wednesday • Animal habitats • Exploring other cultures and traditions <p><u>History</u></p> <ul style="list-style-type: none"> • Past and present in local area • Homes around the world • Buildings and materials – waterproof • Reading simple maps • Life cycle of insects and plants • Growth and change • Farm animals • Living things in the environment-minibeasts 	<p><u>Science and Geography</u></p> <ul style="list-style-type: none"> • Seasonal changes – Spring/Summer – melting, floating/sinking • Welly Walk Wednesday- Orienteering, map reading, shelter building, shadows • Animal habitats • Exploring other cultures and traditions • Comparing life in other countries <p><u>History</u></p> <ul style="list-style-type: none"> • Compare and contrast transport from the past to the present- Amelia Earhart • History of the Rainhill Rocket Trails- Bartholomew Bretherton
<p>UTW Checkpoints</p>	<p><u>End of Autumn 2</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community; • Name and describe people who are familiar to us; • Comment on images of familiar situations in the past; • Compare and contrast characters from stories, including figures from the past; • Draw information from a simple map. 	<p><u>End of Spring 2</u></p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries; • Explore the natural world around us; • Describe what we see, hear and feel whilst outside; • Recognise some environments that are different to the one in which we live; • Understand the effect of changing seasons on the natural world around us; • Understand that some places are special to members of our community; • Recognise that people have different beliefs and celebrate special times in different ways. 	<p><u>End of Summer 2– ELG</u> <u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around us and their roles in society; • Know some similarities and differences between things in the past and now, drawing on our experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Describe our 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 our experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

			<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around us, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around us and contrasting environments, drawing on our experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Technology	<ul style="list-style-type: none"> • Use 2simple software – using mouse and keyboard • IWB • Technological toys and 'real' technology such as phones and cameras 	<ul style="list-style-type: none"> • Navigate beebots around a simple map • IWB • IPads to record/use for a purpose • Use 2simple software – using mouse and keyboard 	<ul style="list-style-type: none"> • Use the internet to find out about dinosaurs • IWB • ICT suite – logging on and using paint to create a dinosaur picture

Happy Healthy Me

PSED	<ul style="list-style-type: none"> • Classroom rules • Likes and dislikes • Celebrating me • Friendships and feelings • Understand, recognise and mange emotions • Understand how it feels to belong, and that we are similar and different • Families and traditions 	<ul style="list-style-type: none"> • Staying Safe • Differences and similarities – cultures/religions / beliefs/traditions • Explore different celebrations 	<ul style="list-style-type: none"> • Differences and similarities – cultures/religions/ beliefs/traditions 	<ul style="list-style-type: none"> • Looking after living things, taking care of others, actions and consequences • Being healthy- sorting healthy food 	<ul style="list-style-type: none"> • Being independent and resilient • Changes – moving to Year 1, growing up, worries, feelings
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PSED Checkpoints	End of Autumn 2		End of Spring 2		End of Summer 2 – FLG	
	<ul style="list-style-type: none"> Build constructive and respectful relationships; Express their feelings and consider the feelings of others; Identify and moderate own feelings socially and emotionally; Manage own needs. - Personal hygiene; Know and talk about the different factors that support our overall health and wellbeing: - sensible amounts of 'screen time, 		<ul style="list-style-type: none"> See ourselves as a valuable individual; Show resilience and perseverance in the face of challenge; Think about the perspectives of others; Know and talk about the different factors that support our overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - having a good sleep routine - being a safe pedestrian. 		<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of own feelings and those of others, and begin to regulate behaviour accordingly; Set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to own and to others' needs 	
PSHE	Marvellous Me	Good to be me	Working Together	Relationships	Being Responsible	Say NO to Bullying Changes
Equality	To say what I think - You Choose	To understand that it is okay to like different things - Red Rockets ad Rainbow Jelly	To make friends with someone different – Blue Chameleon	To understand that all families are different – The Family Book	To celebrate my family – Mommy, Mama and Me	
RSE	We are all unique					

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