

EYFS Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>PSED</u>	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge To manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices To explain the reasons for rules, know right from wrong and try to behave accordingly.		To form positive attachments to adults and friendships with peers. To work and play co-operatively and take turns with others. To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To show sensitivity to their own and others' needs		To show an understanding of their own feelings and those of others and begin to regulate their behaviour. To set and work towards simple goals To show sensitivity to their own and others' needs	
<u>Understanding the world - Science</u>	Explore the natural world around them Seasons: Autumn, harvesting, keeping healthy, hand-washing, looking after wildlife, importance of exercise . . .		Explore the natural world around them Seasons: Winter, observing changes around them, feeding the birds, looking after the environment, habitats for mini-beasts, keeping healthy, looking after yourself, keeping warm in winter, healthy eating . . .		Seasons: Spring, sowing seeds, planting bulbs etc. keeping healthy, looking after yourself Scientist: David Attenborough	Seasons: Summer, growing and changing, caterpillar to butterflies etc. keeping healthy, looking after yourself – sun safety Scientist: David Attenborough
<u>Understanding the world – History</u>	<i>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class:</i> <i>understand the past through settings, characters and events encountered in books read in class and storytelling</i>	<i>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class:</i> <i>understand the past through settings, characters and events encountered in books read in class and storytelling</i>	<i>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class:</i> <i>understand the past through settings, characters and events encountered in books read in class and storytelling</i>	<i>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class:</i> <i>understand the past through settings, characters and events encountered in books read in class and storytelling</i>	<i>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class:</i> <i>understand the past through settings, characters and events encountered in books read in class and storytelling</i>	<i>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class:</i> <i>understand the past through settings, characters and events encountered in books read in class and storytelling</i>

<u>Understanding the world - geography</u>	Understanding the effective change in seasons Explore the natural world around them Describe what they see, hear and feel whilst outside		Explore the natural world around them Looking at maps and creating simple maps Draw information from a simple map		Explore the natural world around them Looking at maps and creating simple maps Draw information from a simple map	
<u>EAD – art</u>	Drawing Self-portraits – pencils and pencil colours and water colours. Using a mirror to observe closely their own features. FOCUS ARTIST Vincent Van Gogh Other - Printing with hands and feet. Autumn paintings. Clay hedgehog.		Collage – mixed media resources and materials FOCUS ARTIST Jackson Pollack Other- Painting Chinese blossom tree – finger painting		Printing fruits & vegetables; flowers (links to science and D&T – healthy eating) FOCUS ARTIST Georgia O Keefe Other- Observational drawings, paintings and collages of plants.	Making and investigating boats and other vehicles – rolling, floating. Junk modelling
<u>EAD - DT</u>		Making rockets-Firework pictures Christmas cards. cardboard, gluing, painting, attaching detail Nativity puppets – sock		Design and construct houses for The 3 Little Pigs Junk modelling in groups, attaching techniques and painting		Making and investigating boats and other vehicles – rolling, floating. Junk modelling
<u>EAD – music</u>	Nursery rhymes	Singing: Christmas songs Christmas	Nursery rhymes	Nursery rhymes	Nursery rhymes	Use Body parts to make music

		sing along for parents to EYFS				Percussion instruments
<u>FS2</u>	Unit 1 Me! <i>Wide variety of musical styles as an introduction.</i>	Singing: Christmas songs and Nativity Christmas sing along for parents to EYFS	Unit 3 – Everyone! <i>Wide variety of musical styles as an introduction.</i>	Unit 4 – Our world <i>Wide variety of musical styles as an introduction.</i>	Unit 5 - Big bear Funk <i>Funk</i>	Unit 6 - Reflect, rewind and replay <i>Classical</i>
<u>RE</u>	FS1: Which stories are special and why? FS2: Which times are special and why?		FS1: Which people are special and why?FS2: Where do we belong?		FS1: Which places are special and why? FS2: What is special about our world?	
<u>PD</u>	Fine Motor Skills	Locomotion 2	Stability 2	Net and wall skills 1	Striking and Fielding games skills1	Athletics Forest School- taster session in final week of year.