

EYFS - Yearly Curriculum Overview 26-27

	Autumn	Spring	Summer
Global Citizenship Strands	Identity and diversity	Globalisation and Interdependence Sustainable development	Social justice and equity Identity and diversity
Global Citizenship Knowledge, Skills and Attitudes	EY Unit 1: How do I feel, who am I and where do I fit in? EY Unit 2: How do I celebrate things that are important to me? How do others celebrate things that are important to them?	EY Unit 3: Where do I live? How do we travel to different places now and how did people travel in the past? EY Unit 4: How can I look after my world and the living things in it?	EY Unit 5: How do our choices affect others? What are the consequences of our choices? EY Unit 6: How do our differences make us special?
Inside Out Stories and Core Texts			
C&L	EY Unit 1: Learning to listen and	EY Unit 3: Understands 'who'	EY Unit 5: Listens to the opinion of

	respond, attending to small group and whole class learning. Talking to friends in play. Following simple instructions. EY Unit 2: Making and talking about plans for learning. Anticipating key events in stories and talking about stories, songs and play.	‘what’ and ‘where’ questions. Retell stories. Following longer, more complicated instructions. Exploring vocabulary from books with adults. Listen to the opinion of others in a small group. EY Unit 4: Understands ‘how’ and ‘why’ questions. Asking questions about events that have happened, are about to happen or will happen in the future.	others and offers their view. Maintaining concentration and attention while listening to others. Expresses themselves using extended language drawing on new vocabulary. In sentences connectives are also beginning to be used such as ‘because’, ‘or’ and ‘and’. EY Unit 6: Asking questions, comments and having sustained dialogue. Answers ‘how’ and ‘why’ questions about their experiences and in responses to stories or events. Following multi step instructions. Uses past, present and future tense.
Writing Outcomes	Letter Formation Name writing CVC words	Tricky Words Labels and captions Simple sentences	Capital letters full stops Writing simple books (fiction and non-fiction)
Songs and Rhymes	Five Little Monkeys Twinkle Twinkle Little Star Mr Clickity Cane Incy Wincy Spider Wind The Bobbin Up Humpty Dumpty	Five Little Speckled Frogs Five Little Ducks One Two Three Four Five once I caught a fish alive Heads Shoulders Knees And Toes The Wheels On The Bus	If You’re Happy And You Know It A Sailor Went To Sea Ten Green Bottles When I Was One Little Red Riding Hood Songs (Assembly)

	(Nativity Songs)	Performance Poetry On The Ning Nang Nong (Anning) The More It Snows (King)	
PSHE (incl PSED)	EY Unit 1: establish routines, self-care, can interact with other children and form relationships with trusted adults. Starting to recognise emotions. Project Evolve: Self image and identity Texts: All Are Welcome, The Colour Monster and The Colour Monster Starts School, Pip and Posy and the Little Puddle, The Invisible String, Hello Friend EY Unit 2: Self-regulation: accepting the consequences of their actions, starting to manage their own emotions. Texts: The Big Bad Mood, Little Glow, Ravi's Roar, Misha Makes Friends, Ruby's Worry, Tilda Tries Again, Milo's Monster Project Evolve:Online relationships. Online bullying (Anti-bullying week)	EY Unit 3: working towards simple goals with growing persistence. Confident in interacting with others. Project Evolve: Health, Wellbeing and Lifestyle Texts: Finn's Little Fibs, Together We Can, Aimee and the Tablet, The Boy on the Bench. Revisit: Tilda Tries Again, Hello Friend EY Unit 4: has a good relationship with peers and familiar adults. Texts: Don't Let The Pigeon Drive The Bus, Tidy, The Secret Sky Garden. Dinosaurs And All That Rubbish Revisit: Misha Makes Friends, Finn's Little Fibs, Project Evolve: Copyright and Ownership	EY Unit 5: Willing to try something new. Understanding the effect of what they eat on the body. Project Evolve:Managing online information. Privacy and Security Texts: Jabari jumps, Would you like a banana? Choices, EY Unit 6: Compromise and negotiate with peers. Adapting behaviour to different situations. Project Evolve:Online Reputation. Privacy and Security cont. Texts: Sharing A Shell, Rainbow Fish, On Sudden Hill, The Suitcase,

RE	EY Unit 1: Creation The Big Question - Who made this wonderful world? EY Unit 2: Incarnation The Big Question - Why is Christmas special for Christians?	EY Unit 3: Incarnation The Big Question - Why do Christians believe Jesus is special? EY Unit 4: Salvation The Big Question - What is so special about Easter	EY Unit 5: Name of Unit: Creation The Big Question: What makes a place special? EY Unit 6: Salvation The Big Question: What can we learn from Stories?
Mathematics	• identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers	• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns	• continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more

	• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	• sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek • develop the language of 'whole' when talking about objects which have parts
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UTW	EY Unit 1: Science: What are the different parts of my body and what do we use them for? History: Who am I? EY Unit 2: Science: How do the seasons change? What are the signs of Autumn? How do different materials change when we do different things to them? Geography: Where am I?	EY Unit 3: Science: What do we do to make things move? History: How has transport changed over time? EY Unit 4: Science: How can we recycle? What impact do we have on our planet? How do I take care of living things? What is a lifecycle? What are the signs of spring? Geography: What is a map?	EY Unit 5: Science: Which materials are best for building? Geography: What is the weather? EY Unit 6: Science: How do we identify sea creatures? What are the properties of water? Which materials float? Geography: Where have we been? What do we love?
EAD	EY Unit 1: Art: Observational drawing and mark making using different tools Self-portrait, observational drawing of feathers, observational drawing of skeleton EY Unit 2: Art: Painting Autumn foliage EY Unit 2: Art: Artist focus: Andy Goldsworthy (Transient art) EY Unit 2: DT: Make a candle holder for a celebration (Salt dough)	EY Unit 3: DT: Sculpture: Junk modelled vehicles EY Unit 4: Art: Watercolour: Dogs (EY Unit 4) and Animal Sculptures	EY Unit 5: Art: Let's Get Crafty Cutting, threading, joining materials EY Unit 5: DT: Fairytale sock puppets. EY Unit 6: Art: Drawing and Painting: Observational drawings of fish EY Unit 6: Art: Sculpture: Clay sea creatures EY Unit 6: Art: Artist focus: Lucy Cousins

PE (PD)	EY Unit 1: Getting dressed and undressed, spatial awareness, moving safely, following rules, changing direction. EY Unit 2: To create movement in response to music. To run skilfully and negotiate space Opportunities for core strength building	EY Unit 3: Ball skills - roll, throw, aim, strike. Travelling on small apparatus.. EY Unit 4: Gymnastics	EY Unit 5: Balancing, Jumping and landing using large apparatus. EY Unit 6: To be able to use racing techniques and negotiating space
French	To recognise and use different greetings in French To learn the question <i>Comment t'appelles-tu?</i> To start learning verbs for movement and instructions	To learn names of pets To sing traditional French songs with known animal characters To be able to count to 5	To learn about farm animals and sea creatures To learn simple nursery rhymes in French (Baa baa black sheep) To be able to say my name and ask someone for their name using <i>et toi?</i>
Music	EY Unit 1: Music: Respond - All about Me To use rhythms to create simple music Link to Resources Musical Vocabulary:	EY Unit 3: Music: Explore - Journeys and Adventures. To explore a steady beat and pulse. To consider note duration and	EY Unit 5: Perform - To be able to perform in a group To continue to develop an understanding of pitch and sounds that ascend and descend.

	Rhythm, pulse, high, low. I can sing along to nursery rhymes and action songs EY Unit 2: Perform - Nativity Songs: To be able to follow a tune for the songs for the nativity and sing the words. I enjoy participating in music through singing in a group, learning action songs and lyrics	recognise notes of different length To discuss music after listening EY Unit 4: Music: Follow - Growth. Using the body to support finding a high, middle and low sound The identify the pitch of a sound Using makaton signs Planting In the Garden Habitats - The Woodlands (Part 1)	Little Red Riding Hood Performance at class assembly To use classroom instruments to do a simple improvisation EY Unit 6: Music - Compose To explore a range of instruments and see which ones make different sounds that we hear outside. Primary Music KS1: Sun, sea and song! I can listen to different styles of music I can say how a piece of music makes me feel I can move/dance to the beat/pulse of the music I can identify reasons why i like some music more than others
Trips and experiences	Skeleton observation (PSED, C&L, UTW: The Natural World: Similarities and differences, living and dying)	Brooklands Museum (UTW: Vehicles past and present) 25th Jan TBC	Apiary (UTW: The Natural World) Fish observation (C&L, UTW, EAD)

	Tree study (UTW: Natural World: Change over time) Autumn Stick Walk (C&L, Writing, EAD)	Tree study (UTW: Natural World: Change over time)	Tree study (UTW: Natural World: Change over time)
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