





EYFS - Yearly Curriculum Overview 24 -25

	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	<p>EY Unit 1: How do I feel, who am I and where do I fit in?</p> <p>EY Unit 2: How do I celebrate things that are important to me? How do others celebrate things that are important to them?</p>	<p>EY Unit 3: Where do I live? How do we travel to different places now and how did people travel in the past?</p> <p>EY Unit 4: How can I look after my world and the living things in it?</p>	<p>EY Unit 5: How do our choices affect others? What are the consequences of our choices?</p> <p>EY Unit 6: How do our differences make us special?</p>
Core Texts (pictured)			
Further texts	EY Unit 1: Pip and Posy and the	EY Unit 3: The Secret Sky Garden	EY Unit 5: Three Little Pigs

	<p>Little Puddle The everywhere bear (storytime) The invisible string Funny Bones Colour Monster Hello Friend</p> <p>EY Unit 2: Pip and Posy and the scary monster Non fiction celebrations Scarecrow's Wedding Stick Man The Nativity (Story told) Stone Soup (Story told)</p>	<p>Don't let the Pigeon Class book: Naughty Bus Class book: How do you get to school?</p> <p>EY Unit 4: Tidy The Lorax Dinosaurs And All That Rubbish People who help us non fiction Somebody swallowed stanley Enormous Turnip (story told) The Easter Story</p>	<p>Three Billy Goats Gruff Jack and the Beanstalk Red Riding Hood The Old Woman and The Red Pumpkin</p> <p>EY Unit 6: Surprising Sharks Pirate mums Class book by children: Sea Creatures (non-fiction) Rainbow Fish The Fisherman's wife (story told) Three Friends together On Sudden Hill Sharing a shell</p>
<p>C&L</p>	<p>EY Unit 1: Learning to listen and respond, attending to small group and whole class learning. Talking to friends in play. Following simple instructions.</p> <p>EY Unit 2: Making and talking about plans for learning. Anticipating key events in stories and talking about stories, songs and play.</p>	<p>EY Unit 3: Understands 'who' '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.</p> <p>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.</p>	<p>EY Unit 5: Listens to the opinion of 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'.</p> <p>EY Unit 6: Asking questions, comments and having sustained dialogue. Answers 'how' and 'why' questions about their experiences</p>

			and in responses to stories or events. Following multi step instructions. Uses past, present and future tense.
Writing Outcomes	Name writing CVC words and 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 (Nativity Songs)	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 Performance Poetry On The Ning Nang Nong (Anning) The More It Snows (King)	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)
Poetry Study and Outcome Focus Poet	Shirley Hughes	Shirley Hughes	Shirley Hughes
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	EY Unit 3: working towards simple goals with growing persistence. Confident in interacting with others. Project Evolve: Health, Wellbeing and Lifestyle	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

	<p>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</p> <p>EY Unit 2: Self-regulation: accepting the consequences of their actions, starting to manage their own emotions.</p> <p>Texts: The Big Bad Mood, Little Glow, Ravi's Roar, Misha Makes Friends, Ruby's Worry, Tilda Tries Again, Milo's Monster</p> <p>Project Evolve:Online relationships. Online bullying (Anti-bullying week)</p>	<p>Texts: Finn's Little Fibs, Together We Can, Aimee and the Tablet, The Boy on the Bench. Revisit: Tilda Tries Again, Hello Friend</p> <p>EY Unit 4: has a good relationship with peers and familiar adults.</p> <p>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,</p> <p>Project Evolve: Copyright and Ownership</p>	<p>Texts: Jabari jumps, Would you like a banana? Choices,</p> <p>EY Unit 6: Compromise and negotiate with peers. Adapting behaviour to different situations.</p> <p>Project Evolve:Online Reputation. Privacy and Security cont.</p> <p>Texts: Sharing A Shell, Rainbow Fish, On Sudden Hill, The Suitcase,</p>
RE	<p>EY Unit 1: Creation The Big Question - Who made this wonderful world?</p> <p>EY Unit 2: Incarnation The Big Question - Why is Christmas special for Christians?</p>	<p>EY Unit 3: Incarnation The Big Question - Why do Christians believe Jesus is special?</p> <p>EY Unit 4: Salvation The Big Question - What is so special about Easter</p>	<p>EY Unit 5: Name of Unit: Creation The Big Question: What makes a place special?</p> <p>EY Unit 6: Salvation The Big Question: What can we learn from Stories?</p>
Mathematics	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed 	<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, 	<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting

	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers <ul style="list-style-type: none"> • 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, 	<p>and increasingly connect quantities to numerals</p> <ul style="list-style-type: none"> • 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 • 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 	<p>actions and sounds</p> <ul style="list-style-type: none"> • 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 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’
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	<p>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</p> <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of ‘whole’ <p>when talking about objects which have parts</p>	<p>20, hearing the repeated pattern within the counting numbers</p>	<p>when talking about objects which have parts</p>
<p>UTW</p>	<p>EY Unit 1: Science: What are the different parts of my body and what do we use them for? History: Who am I?</p> <p>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?</p>	<p>EY Unit 3: Science: What do we do to make things move? History: How has transport changed over time?</p> <p>EY Unit 4: Science: How can we recycle? What impact do we have on our planet?</p>	<p>EY Unit 5: Science: Which materials are best for building? Geography:What is the weather?</p> <p>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?</p>

	<p>Geography: Where am I?</p>	<p>How do I take care of living things? What is a lifecycle? What are the signs of spring? Geography: What is a map?</p>	
EAD	<p>EY Unit 1: Art: Observational drawing Self-portrait, observational drawing of feathers, observational drawing of skeleton</p> <p>EY Unit 2: Art: Collage with textiles (Transient art) Autumn foliage (EY Unit 2, Stanley's Stick)</p> <p>EY Unit 2: Art: Artist focus: Andy Goldsworthy (Transient art)</p> <p>EY Unit 2: DT: Make a candle holder for a celebration (Salt dough)</p>	<p>EY Unit 3: DT: Sculpture: Junk modelled vehicles</p> <p>EY Unit 4: Art: Drawing & Painting Life drawing of plants and minibeasts</p> <p>EY Unit 4: Art: Watercolour: Dogs (EY Unit 4)</p> <p>EY Unit 4: Art: Artist focus: Salvatore Rubbino (Dogs, EY Unit 4).</p>	<p>EY Unit 5: Art: Drawing & Painting Fairytale landscapes (Scenery for class assembly, EY Unit 5)</p> <p>EY Unit 5: DT: Fairytale sock puppets. Gingerbread men/salt dough gingerbread men.</p> <p>EY Unit 6: Art: Drawing and Painting: Observational drawings of fish</p> <p>EY Unit 6: Art: Sculpture: Clay sea creatures</p> <p>EY Unit 6: Art: Artist focus: Lucy Cousins</p>
PE (PD)	<p>EY Unit 1: Getting dressed and undressed, spatial awareness, moving safely, following rules, changing direction.</p> <p>EY Unit 2: To create movement in response to music.</p>	<p>EY Unit 3: Ball skills - roll, throw, aim, strike. Travelling on small apparatus..</p> <p>EY Unit 4: Gymnastics</p>	<p>EY Unit 5: Balancing, Jumping and landing using large apparatus.</p> <p>EY Unit 6: To be able to use racing techniques and negotiating space</p>

	To run skilfully and negotiate space		
French	<p>To recognise and use different greetings in French</p> <p>To be able to say my name and ask someone for their name using <i>et toi?</i></p> <p>To learn the question Comment t'appelles-tu?</p> <p>To be able to count to 5</p> <p>To start learning verbs for movement and instructions</p>	<p>To learn names of pets</p> <p>To sing traditional French songs with known animal characters</p> <p>To take part in role plays as pets</p> <p>To speak about my family (mum and dad)</p>	<p>To learn about farm animals</p> <p>To be able to say what I like and don't like j'aime, je n'aime pas</p> <p>To learn some words for the seaside and the weather</p>
Music	<p>EY Unit 1: Music: Respond - All about Me To use rhythms to create simple music</p> <p>Oak Academy units Music (for remote learning)</p> <p>Link to Resources</p> <p>Musical Vocabulary: Rhythm, pulse, high, low.</p> <p>I can sing along to nursery rhymes and action songs</p> <p>EY Unit 2: Perform - Nativity Songs: To be able to follow a tune for the songs for the nativity and</p>	<p>EY Unit 3: Music: Explore - Journeys and Adventures. To explore a steady beat and pulse.</p> <p>To consider note duration and recognise notes of different length</p> <p>To discuss music after listening</p> <p>EY Unit 4: Music: Follow - Growth.</p>	<p>EY Unit 5: Perform - To be able to perform in a group</p> <p>To continue to develop an understanding of pitch and sounds that ascend and descend.</p> <p>Little Red Riding Hood Performance at class assembly To use classroom instruments to do a simple improvisation</p> <p>EY Unit 6: Music - Compose To explore a range of instruments and see which ones make</p>

	<p>sing the words. I enjoy participating in music through singing in a group, learning action songs and lyrics</p>	<p>Using the body to support finding a high, middle and low sound</p> <p>The identify the pitch of a sound</p> <p>Using makaton signs Planting In the Garden Habitats - The Woodlands (Part 1)</p>	<p>different sounds that we hear outside.</p> <p>Primary Music KS1: Sun, sea and song!</p> <p>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</p>
<p>Trips and experiences</p>	<p>Skeleton observation (PSED, C&L, UTW: The Natural World: Similarities and differences, living and dying)</p> <p>Tree study (UTW: Natural World: Change over time)</p> <p>Autumn Stick Walk (C&L, Writing, EAD)</p>	<p>Brooklands Museum (UTW: Vehicles past and present) 25th Jan TBC</p> <p>Polka Theatre Wed 6th March</p> <p>Tree study (UTW: Natural World: Change over time)</p>	<p>Apiary (UTW: The Natural World)</p> <p>Fish observation (C&L, UTW, EAD)</p> <p>Tree study (UTW: Natural World: Change over time)</p>