

# Curriculum Overview Year Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Marvellous Me!	Once upon a Rhyme	People Who Help Us!	Own learning week and Under the ground	Eggs, Eggs, Eggs	On the Farm
Communication and Language	<p>Making new friends, Collaborative play. Belonging to the class, school. Talking about self, family, belonging. Who we love, what is important or special to us.</p> <p>What colour is our skin, hair, eyes. What is the same and/or different from our friends.</p> <p>Our Favourite things, food, colours, toys etc</p> <p>Can you fit these pieces together? (Puzzles)</p> <p>Hot seating.</p> <p>Learning new vocabulary</p>	<p>Rhyming</p> <p>Learning and reciting Nursery rhymes in small groups, whole class and individually.</p> <p>Asking relevant questions using Who what why where?</p> <p>Learning new vocabulary</p> <p>Learning the Christmas story and thinking about why God is so important to Christians.</p> <p>Learning Christmas songs.</p> <p>Performing with our friends to parents and peers.</p> <p>Collaborative play.</p>	<p>Listen to visitors and ask relevant questions to find out information.</p> <p>Explain how things work and why some things happen.</p> <p>Explain the differences between fiction and non-fiction texts</p> <p>Learn new vocabulary.</p> <p>Follow two step simple instructions.</p> <p>Recreate roles and experiences in play situations.</p> <p>Invent a superhero, design a costume and create a super power.</p>	<p>To retell the story, To know the difference between fiction and non- fiction.</p> <p>Learn new vocabulary.</p> <p>Follow two/three step instructions.</p> <p>Develop social phrases.</p> <p>Learn rhymes, poems and songs.</p>	<p>Understand and talk about ways to stay healthy and well: Exercise, healthy eating, toothbrushing, screen time, sleep and road safety.</p> <p>What do we know about eggs? What animals come out of eggs?</p> <p>Taste eggs</p> <p>Listen in a range of situations. Anticipate key events. Follow stories without pictures or props.</p> <p>Answer how and why questions. Use talk to organise thinking.</p> <p>Introduces story and narrative into play.</p>	<p>Listen to stories accurately Respond to key events. Give their attention to what others say and respond appropriately. Follow instruction involving several ideas or actions.</p> <p>Show awareness of listeners needs. Develop their own narrative and explanations by connecting ideas or events. Talk about past and present experiences.</p> <p>Use forms of tense when talking.</p> <p>Hot-seating.</p> <p>Asking relevant questions.</p>
Personal, Social and Emotional Development	<p>Talk about self, family. Who we love, what is important to us.</p> <p>What colour is our hair, eyes. What is the same and different with our friends.</p> <p>Positive comments</p>	<p>Making friends. School rules, managing self.</p> <p>Identifying emotions.</p> <p>Learning Christmas story and Christmas songs.</p> <p>Performing with our friends to parents and peers.</p> <p>Collaborative play.</p>	<p>Build constructive and respectful relationships with peers and the adults.</p> <p>Express my feelings appropriately.</p> <p>Show resilience and perseverance.</p>	<p>Build constructive and respectful relationships with peers and the adults.</p> <p>Express my feelings appropriately.</p> <p>Show resilience and perseverance.</p>	<p>Show a range of feelings when appropriate. Anger. Talk about feelings. Take steps to resolve conflicts with other children.</p> <p>Understands that own actions affect other people. What is happening to the eggs?</p>	<p>Show an understanding of my feelings and those of others, beginning to regulate my behaviour.</p> <p>Work towards simple goals.</p> <p>Control my immediate impulses</p>

	<p>Making friends. School rules, managing self. Identifying and talking about our emotions. Learn to queue, take turns. Snack time, Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. NSPCC Privacy Pants talk</p>	<p>How music makes you feel? Safety of fireworks, road safety, stranger danger Cooking Health and safety</p>	<p>Ask for help if needed. Think about other people's ideas/feelings and consider them. Manage my own needs Follow the class rules. See myself as a valuable individual Initiate play and conversation with peers and adults. Think about who helps us? Invent a superhero, design a costume and create a super power.</p>	<p>Ask for help if needed. Think about other people's ideas/feelings and consider them. Manage my own needs, follow the class rules. See myself as a valuable individual Initiate play and conversation with peers and adults. Invent a superhero, design a costume and create a super power.</p>	<p>Can you see any changes? Caring for chicks. Talk about and hold the ducks and chicks. What does the duck do in the water? What do the animals need to survive? Following rules Initiate conversation, attends to and takes account of what others say.</p>	<p>Give focused attention to the teacher. Follow instructions involving several ideas or actions. Behaviour and consequences. Confident to speak in a group. Choose resources they need for their chosen activity. Say when they need help. Talk about changes.</p>
<b>Physical Development</b>	<p>Sit using core strength. Learn to queue, take turns. Using small tools including knife and fork. Snack time, self care and self-regulation. Show understanding with regard to exercise, eating, sleeping and hygiene can contribute to good health. Hand-eye coordination. Use one-handed tools and equipment. Revising and refining gross movement skills. hopping, balancing, star jumps, running with bottom kicks, running with high knees, bouncing on the spot, speed bounce across the line</p>	<p>Sit using core strength Learn to queue, take turns. Using small tools including knife and fork. Snack time, self care and self-regulation. Show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Engage in activities requiring hand-eye coordination. Use one-handed tools and equipment. Revising and refining gross movement skills. Develop FMS skills. Team games Rolling and controlling large/small balls. Rolling to hit a target. Controlled roll to each other.</p>	<p>Manage my needs through the school day: Developing and refining my range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Talk about some ways to stay healthy and well: show co-ordination, balance and agility for future disciplines such as: dance, gymnastics, sport and swimming. write some letters correctly. Different ways of travelling Link together movements Jumping and landing safely. Different ways of jumping. Star jump, tuck jump, splits jump etc. Experiment rolling in</p>	<p>Manage my needs through the school day: Develop ball skills including: throwing, catching, kicking, passing, batting and aiming. Talk about some ways to stay healthy and well Show co-ordination, balance and agility for future disciplines such as: dance, gymnastics, sport and swimming. Write some letters correctly. Different styles of jumping, aim at a target. Use co-ordination, demonstrate control. Complete a series of activities using many different skills (throwing, catching,</p>	<p>Games- rotational activities – control, coordination and balance with various equipment. Throwing, catching, aiming with bean bags and ball control. Healthy lifestyle Write some letters correctly. Use small tools effectively. Catch a variety of balls in different skills activities and games. Accurately strike a variety of balls with various different pieces of equipment.</p>	<p>Show good control and coordination. Handle tools and equipment effectively Bridge building challenge. Know the importance of physical exercise and healthy diet and talk about keeping safe and healthy. Manage own personal hygiene Practises appropriate safety measures without direct supervision. Understands the need for safety when tackling challenges. Roll/throw a ball accurately. Strike a ball with a small bat.</p>

	etc, jumping in and out of hoops, throwing bean bags. Different ways of travelling.		different ways: pencil roll, log roll, gymnastics. Throw and catch different balls, dribble and pass a small ball with a hockey stick.	kicking, rolling and jumping.) Control a ball and throw a ball accurately. Strike and dribble a ball using a hockey stick.		Use throwing, catching and hitting to complete tasks. Team games involving striking and fielding skills.
<b>Literacy</b>	<p><b>Core texts:</b> Happy in Our Skin We are Family Golden Rules Citizenship Colour Monster Colour Monster goes to school My Map Book/Martha Maps it out Stuck Word collector In my Heart My friend Bear</p> <p>Listening and engaging in story-time. Sharing texts. Group read – familiar texts. Discussing characters, predicting-what will happen next. Phonics - Phase 1 and phase 2 Segmenting and blending. Word-time Writing our name. Write initial sounds Write cvc words. Sequence and label a recipe Write a Missing poster Group reading.</p>	<p><b>Core Texts:</b> Mother Goose Each Peach Pear Plum Nursery Rhymes: Jack and Jill, Humpty Dumpty etc Once Upon a Time Once upon a picnic The First Christmas</p> <p>Learning Christmas story and Christmas songs. Performing with our friends to parents and peers. Phonics - Phase 1 and phase 2. Recite a familiar story. Write a list. Sequence and label a recipe. Write an onomatopoeia - firework word Write a Missing poster Write a Jack and Jill sentence Write a letter to Santa Write about our Favourite toy. Group reading.</p>	<p><b>Core Texts:</b> Non-fiction fire engine books, Firefighters Lost and Found, My Granny went to Market, Up and Down, Super Duck, Super worm.</p> <p>Lower case and capital letters formation Exception words. Name writing. Write a short sentence, label and caption. I can read simple phrases and sentences Exploring non-fictional text. Make predictions. Write a list Rhyming. Group reading.</p>	<p><b>Core Texts:</b> How to make a wormery. Under the ground Pumpkin soup Oliver’s vegetables Town and country Mouse The Enormous Turnip</p> <p>Lower case and capital letters formation Exception words. Name writing. Write a short sentence, label and caption. I can read simple phrases and sentences Exploring non-fictional text. Make predictions. Write instructions and lists. Rhyming. Group reading.</p>	<p>Core texts: Oh dear! Breakfast Egg to Chicken/ Egg to Duck An old Red Hat Rosie’s walk Chicken Licken The Little Red Hen</p> <p>List writing Write a non-fiction book about what comes out of the eggs. Read a range of non-fiction books. Read the big books. Writing about eggs. Match key words. Label an egg. Sentence reading and building. What makes a good story – setting, characters, story-structure. Tell a story as a class Begins to read words and simple sentences. Use phonic knowledge to decode a word and read aloud accurately. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p>	<p>Core Texts: Farmer Duck COW On the farm Oliver’s Milkshake The Three Billy Goats Gruff The Very Hungry Caterpillar.</p> <p>Speech bubbles /thought bubbles. Poetry. Write a question. Maps Leaflet writing. Trip recount. Transition books Story writing Instruction writing What makes a good story – setting, characters, story-structure. Labelling. Tell a story as a class Begins to read words and simple sentences. Use phonic knowledge to decode a word and read aloud accurately. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p>

					Group reading.	Group reading
<b>Mathematics</b>	<p>Number stories, singing number songs. More and less. Counting and cardinality. Numeral recognition. Subitising. Conservation of number. Days of the week and months of the year. 1:1 Correspondence. Counting of objects, sounds and actions. Recognising and ordering 1-10 Size and pattern. Tall/short/big/small. Sequencing and the language of time. Positional language. Weight - heavy, light.</p>	<p>More/less. Counting up to 10 objects from a larger group. Concept of time; days of the week, etc. Repeating patterns. Properties of 2D/3D shapes. Nursery Rhyme Maths; capacity, addition, subtraction, sharing, time. Partitioning within 5. Pattern, sharing, Christmas related counting.</p>	<p>Ordering numbers; 1-10 and Non-sequential numbers. Teen numbers and Fire Engine Shapes. Estimating and combining numbers. Interpreting marks, representing numbers (tally charts) Doubles. Patterns More and less. Number problems. Capacity.</p>	<p>Number bonds Compare length - Longer/ shorter. Money and time Addition Subtraction Sharing</p>	<p>Partitioning. Subtraction Teen numbers Rosie's walk - Positional Language. Doubles</p>	<p>Addition Shape Positional language Money Height Billy Goats Gruff Hungry Caterpillar - Days of the week Consolidation of skills.</p>
<b>Understanding the World</b>	<p>Learning about the environment. Facial features, similarities, differences, culture, race, ethnicity. Beliefs. Significant events and people in our lives. Effects of the changing seasons</p>	<p>Guy Fawkes linked to Fireworks Listening to and watching Firework display and Music from around the world. (Handel) Remembrance Day Journey of letter Past and present within Nursery Rhymes. Learning Christmas story and Christmas songs. Looking at Christmas from around the world. Sharing how other religions celebrate. Traditions. Performing</p>	<p><b>Chinese New Year</b> Places that are special to members of my community. Different beliefs celebrations/traditions. Environments, maps. Compare and contrast different characters from stories including figures from the past. Who help us. Exploring different occupations and ways of life. Completes a simple programme on a computer.</p>	<p>Places that are special to members of my community. The Natural World, Under the ground. Transport from past and present. Voting/citizenship Planting and growing turnips. What do plants need to grow? Easter Effects of the changing seasons</p>	<p>How do we care for animals? What do they need to survive? Observe change and discuss animals. Investigate eggs. What happens to the eggs when they are cooked? Observe the eggs in the incubators and discuss. Handle and care for chicks and ducks. Growing walk – Spring Life cycle of a chick. Using Microsoft Word. Direct bee bot. Tizzy's Tools picture Label the different parts of an egg. Watch</p>	<p>Farming. Where does our food come from? Maps. How to handle animals? What festivals do we celebrate? How are cows used in India? What is Mattu Pongal? Hinduism. Similarities cultural, social and religious. Sensitivity to similarities and differences between themselves and others and among families, communities and traditions.</p>

		with our friends to parents and peers. Milk Wow experiment How to save Humpty. Effects of the changing seasons	Effects of the changing seasons.		Expresso clip about eggs and chicks.) Life cycle of a chick/duckling. Effects of the changing seasons.	Recognise that a range of technology is used at home or at school. Bridges and architecture. Voting/ citizenship Effects of the changing seasons
<b>Expressive Art and Design</b>	Create a DOT become an artist. Use lines to enclose a space and then begin to use these shapes to represent objects their face, family, heart. Choose colours and materials for a purpose. Responding to music. Act out stories, take on a role Colour mixing.	Remembrance Day – paint/stick/draw Poppies. Learning Christmas story and Christmas songs. Performing with our friends to parents and peers. Listening to and making Firework Music (Handel) Make rockets, sparklers and firework pictures. Act out stories, take on a role. Make a Christmas decoration and a Christmas card for the family.	Develop storylines in my pretend play Use Mixed media to create pictures. Printing. Return and build on previous learning. Sing in a group or on my own. Explore music from around the world. Respond to different styles of music. Design and build and evaluate a vehicle. Invent a superhero and design a costume to create.	Develop storylines in my pretend play. Design own role play area linked to theme (Underground den/veg shop) Make signs/posters etc. Act in role with friends. Manipulates materials to achieve a planned effect. Paint vegetables Colour mixing.	Make a carry case for our pet. Singing familiar songs Line drawing, water colouring, adding texture to a picture Independent use of collage. Observational drawing of the chick. Paint a chick.	Explore form and texture. Represent their own ideas through music and dance. Painting. Designing leaflets. Printing. Pastel cow heads. Decorate a Mattu Pongal Cow. Make a clay troll face. Butterfly/caterpillar painting.
<b>Enhancements, trips or visitors</b>	Making jam tarts Jam Tart tea party Milk Wow experiment	Post office visit Bo Peep Nativity Father Christmas Visit Church service Sew a Christmas decoration Humpty science experiment.	Fire station Parents and carers who work in 'People who help us' industry Chinese New Year Visitor. Make ice lollies.	Build a class wormery Make vegetable soup Plant and grow our own Turnip Make Easter Gardens. Easter Egg Hunt	Hatching eggs, looking after chicks and ducklings. Cook and taste eggs Taste bread from around the world. Make our own bread roll.	Farm trip Make milkshakes. Transition to Year 1 Visit The Ugly Bug Ball in Year 1.