

## EYFS Curriculum Overview 2017-18

Areas of learning	Autumn 1: Madagascar	Autumn 2: Space	Spring 1: The Terrible Tudors	Spring 2: Farms	Summer 1: Roots and Shoots	Summer 2: Commotion in the Ocean
Personal, Social and Emotional Development	Confidence with trying new activities. Knowing what behavior is unacceptable and talking about their own behavior and the behavior of others. Understanding and following rules and taking changes to routine in their stride. Choose the resources they need for their given activity.	Play co-operatively, taking turns with others. Show sensitivity to others' needs and feelings. Form positive relationships with other adults and children.	Taking account of one another's ideas on how to organise an activity. Show sensitivity to others' needs and feelings. Confidence to speak in a familiar group. Say when they do or don't need help.	Confidence with trying new activities and say why they like some activities more than others. Confident to speak in a familiar group. Play co-operatively, taking turns with others. Show sensitivity to others' needs and feelings. Form positive relationships with other adults and children.	Talk about how they and others show feelings. Work as part of a group or class. Adjust their behavior to different situations. Talk about their ideas.	Adjust their behavior to different situations. Show sensitivity to others' needs and feelings.
Communication and Language	Listen attentively in a range of situations. Listen to stories. ( <i>Animal stories and non-fiction texts</i> )	Listen to stories, accurately anticipating key events. ( <i>Space stories and non-fiction texts</i> )	When listening to stories, respond to what they hear with relevant comments, questions or actions. ( <i>Fairytales, books</i> )	When listening to stories, respond to what they hear with relevant comments, questions or actions.	When listening to stories, respond to what they hear with relevant comments, questions or actions. ( <i>Jack and the</i> )	When listening to stories, respond to what they hear with relevant comments, questions or actions. ( <i>Commotion in the</i> )

	Children express themselves clearly.	Following instructions involving several ideas or actions. Children express themselves clearly. Develop own narratives by connecting ideas or events ( <i>Space stories</i> )	<i>about kings and queens</i> Children express themselves clearly, showing awareness of the listeners' needs. Use past tense correctly. ( <i>Linked to work on kings and queens of the past</i> )	( <i>Farm stories e.g. What the Ladybird Heard</i> ) Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. ( <i>Plan for trip to Snettisham Farm and then recount of what we did</i> )	<i>Beanstalk, Oliver's Vegetables, Oliver's Fruit Salad, non-fiction texts</i> ) Answer 'how' and 'why' questions about their experiences and in response to stories or events. Give attention to what others say and respond appropriately. Develop own explanations by connecting ideas or events ( <i>Facts about plants</i> )	<i>Ocean, Rainbow Fish, non-fiction texts.</i> ) Develop own narratives and explanations by connecting ideas or events ( <i>Sea stories, facts about the ocean</i> )
Physical Development	Manage their own personal hygiene and personal needs successfully, including dressing and going to the toilet independently. Show good control and co-ordination in large and small movements.	Show good control and co-ordination in large and small movements. Handle equipment and tools effectively, including pencils for writing. ( <i>Making space rockets, writing captions for space story</i> )	Know the importance of for good health of physical exercise, and a healthy diet. Talk about ways to keep healthy and safe. Show good control and co-ordination in large and small movements.	Show good control and co-ordination in large and small movements. Handle equipment and tools effectively, including pencils for writing.	Show good control and co-ordination in large and small movements. Handle equipment and tools effectively, including pencils for writing.	Show good control and co-ordination in large and small movements. Handle equipment and tools effectively, including pencils for writing.

	Handle equipment and tools effectively, including pencils.		Handle equipment and tools effectively, including pencils for writing. Move confidently in a range of ways, safely negotiating space.			
Literacy: Reading	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular words. Read and understand simple sentences. Demonstrate understanding of what they have read.
Literacy: Writing	Use their phonic knowledge to write words in ways which match spoken sound.	Write simple sentences which can be read by themselves and others. Write some irregular common words.	Write simple sentences which can be read by themselves and others. Write some irregular common words.	Write simple sentences which can be read by themselves and others. Write some irregular common words.	Write simple sentences which can be read by themselves and others. Write some irregular common words.	Write simple sentences which can be read by themselves and others. Write some irregular common words.

			Spell some words phonetically plausibly.	Spell some words phonetically plausibly.	Spell some words phonetically plausibly.	Spell some words phonetically plausibly.
Mathematics	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Use everyday language to talk about size and weight. Create patterns.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers. Use everyday language to talk about time and money. Explore characteristics of everyday objects and shapes.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Use everyday language to talk about capacity and position. Create and describe patterns.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems using doubling, halving and sharing. Use everyday language to talk about distance. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems using doubling, halving and sharing. Compare quantities and objects to solve problems. Create and describe patterns.	Count reliably from 0 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems using doubling, halving and sharing. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world	Know about similarities and differences in relation	Know about similarities and differences in relation to objects and	Talk about past and present events in their own lives and in the	Make observations of animals and explain why some things	Make observations of plants and explain why some things	Know about similarities and differences between

	<p>to places and living things. Talk about features of their own environment and how they might vary from one another (<i>hot and cold places</i>) Select and use technology for particular purposes. (<i>iPads and laptops – animal videos and games</i>)</p>	<p>materials. (<i>Making rockets</i>) Talk about features of their own environment (<i>Looking at aerial photos of school</i>) Talk about past and present events in their own lives and in the lives of family members. (<i>To run alongside ks1 history of space travel</i>) Recognise that a range of technology is used in places such as homes and schools (<i>Contrast to Space travel</i>) Select and use technology for particular purposes. (<i>iPads and laptops – space launch videos, space travel</i>)</p>	<p>lives of family members. (<i>To run alongside ks1 local history of Burleigh House</i>) Know about similarities and differences between themselves and others, and among families, communities and traditions. (<i>Link to RE</i>) Recognise that a range of technology is used in places such as homes and schools (<i>Contrast to Burlghey house</i>) Select and use technology for particular purposes. (<i>iPads and laptops – Horrible Histories videos</i>)</p>	<p>occur, and talk about changes (<i>Baby and adult farm animals</i>) Know about similarities and differences between themselves and others, and among families, communities and traditions. (<i>Link to RE</i>) Select and use technology for particular purposes. (<i>Videos and facts on farm animals</i>)</p>	<p>occur, and talk about changes (<i>Growing plants</i>) Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. (<i>Link to RE</i>) Select and use technology for particular purposes. (<i>Videos and facts on plants</i>)</p>	<p>themselves and others, and among families, communities and traditions. (<i>Link to RE</i>) Make observations of animals and explain why some things occur, and talk about changes (<i>Sea Creatures</i>) Select and use technology for particular purposes. (<i>Videos of seaside stories and ocean facts</i>)</p>
Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with	Sing songs and dance ( <i>Christmas Production</i> ) Safely use and explore a variety of materials,	Sing songs ( <i>collective worships</i> ) Safely use and explore a variety of materials,	Sing songs, make music and dance, and experiment with ways of changing the,	Children sing songs, make music and dance, and experiment with	Children sing songs ( <i>collective worships</i> ) Children sing songs, make music and

	<p>colour, design, texture, form and function. (<i>safari art</i>)  Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>safari roleplay and small world</i>)</p>	<p>tolls and techniques, experimenting with colour, design, texture, form and function. (<i>making rocket, space pictures</i>)  Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>space stories and art, space station roleplay</i>)</p>	<p>tolls and techniques, experimenting with colour, design, texture, form and function. (<i>self portraits, portraits of friends</i>)  Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories.</p>	<p>(<i>Music lessons, collective worship</i>)  Safely use and explore a variety of materials, tolls and techniques, experimenting with colour, design, texture, form and function. (<i>Farm animal finger puppets</i>)  Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>farm roleplay area and small world</i>)</p>	<p>ways of changing the, (<i>Music lessons, collective worship</i>)  Safely use and explore a variety of materials, tolls and techniques, experimenting with colour, design, texture, form and function. (willow sculpture, <i>leaf printing, leaf paintings, plant models and pictures</i>)</p>	<p>dance, and experiment with ways of changing the, (<i>Music lessons, collective worship</i>)  Safely use and explore a variety of materials, tolls and techniques, experimenting with colour, design, texture, form and function. (<i>ocean art, sea creature models</i>)  Represent their own ideas, thoughts and feelings through design and technology, art, music, roleplay and stories. (<i>seaside roleplay, ocean small world in water area</i>)</p>
Trips/Wow Day	Animal workshop	Science day	Burlghey House	Farm visit	Willow sculptures – art visitor	Seaside trip