

EYFS Curriculum overview 22-23	Autumn 1 - What makes us special?	Autumn 2 - Do we all celebrate the same things?	Spring 1 - What is in the sky?	Spring 2 - Where in the world do you live?	Summer 1 - Who's afraid of the Big Bad Wolf?	Summer 2 - What would you find in the deep, blue sea?
English and possible high quality key texts	Book talk and writing opportunities linked to the learning project and high quality texts e.g. "The Tiger Who came to tea" Judith Kerr "Amazing" -Steve Anthony	Book talk and writing opportunities linked to the learning project and high quality texts e.g."Dipal's Diwali" - Twinkl original "Where the Poppies Grow" - Hilary Robinson "The Jolly Christmas Postman" - Allan Alhberg	Book talk and writing opportunities linked to the learning project and high quality texts e.g."Whatever Next!" - Jill Murphy "The Darkest Dark" - Chris Hadfield "Otto Blotter, Bird Spotter" - Graham Carter	Book talk and writing opportunities linked to the learning project and high quality texts e.g.Rapunzel - Once Upon a World series "Farmer Duck" - Martin Waddell	Book talk and writing opportunities linked to the learning project and high quality texts e.g.Little Red Riding Hood The 3 Little Pigs	Book talk and writing opportunities linked to the learning project and high quality texts e.g."Commotion in the Ocean" Giles Andreae "Billy's Bucket" - Kes Gray "The Night Pirates" - Peter Harris
Phonics and whole class reading	See Success For All Scope and Sequence	See Success For All Scope and Sequence	See Success For All Scope and Sequence	See Success For All Scope and Sequence	See Success For All Scope and Sequence	See Success For All Scope and Sequence
Maths	<p>Number Children will have a deep understanding of 0-4 (subitising, number bonds, +/- calculations and numeral formation)</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p> <p>Children will compare equal and unequal groups.</p> <p>Shape, Space and Measure Children can recognise and continue 2 and 3 colour patterns</p> <p>Daily timetabling - days of the week, months of the year, the school day</p>	<p>Number Children will have a deep understanding of 0-8 (subitising, number bonds, +/- calculations and numeral formation)</p> <p>Numerical Patterns Children will begin to know number bonds to 5</p> <p>Children will know 1 more/less numbers to 8</p> <p>Children will know double facts 1-8</p> <p>Shape, Space and Measure Children will recognise and begin to know basic properties of circle, triangle, square, rectangle</p> <p>Children will begin to understand and measure length and height using non standards unit of measure</p> <p>Daily timetabling - days of the week, months of the year, the school day</p>	<p>Number Children will have a deep understanding of 0-10 (subitising, number bonds, +/- calculations and numeral formation)</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers to 10</p> <p>Children will know number bonds to 5</p> <p>Children will know 1 more/less numbers to 10</p> <p>Children will begin to know number bonds to 10</p> <p>Shape, Space and Measure Children will begin to understand and measure weight and capacity using non standards unit of measure</p> <p>Daily timetabling - days of the week, months of the year, the school day</p>	<p>Number Children will have a deep understanding of 0-14 (subitising, number bonds, +/- calculations and numeral formation)</p> <p>Numerical Patterns Children will know 1 more/less numbers to 14</p> <p>Children will know number bonds to 10</p> <p>Children will know double facts 1-10</p> <p>Shape, Space and Measure Children will know and be able to use positional language - up, on, under, next to, above, below, beneath, underneath, beside, between</p> <p>Daily timetabling - days of the week, months of the year, the school day</p>	<p>Number Children will have a deep understanding of 0-17 (subitising, number bonds, +/- calculations and numeral formation)</p> <p>Numerical Patterns Children will share quantities equally recognising when a number can and can not be shared equally</p> <p>Children will know 1 more/less numbers to 17</p> <p>Shape, Space and Measure Children will recognise and know basic properties of circle, triangle, square, rectangle</p> <p>Children will recognise and begin to know basic properties of hexagon, pentagon and octagon</p> <p>Children will begin to recognise sphere, cube, cuboid, square based pyramid, cylinder</p>	<p>Number Children will have a deep understanding of 0-20 (subitising, number bonds, +/- calculations and numeral formation)</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p> <p>Children will know 1 more/less numbers to 20</p> <p>Children will understand and explore the difference between odd and even numbers to 20</p> <p>Children will begin to count in 10s, 5s and 2s recognising the numerical pattern</p> <p>Shape, Space and Measure Daily timetabling - days of the week, months of the year, the school day</p>

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PSED	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will understand the need to have rules</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self .Children will wash their hands independently.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will listen to the ideas of a friend and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will learn to undress and dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of two steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults in my new class.</p>
Science	<p>Science: The Natural World Children will understand the terms 'same' and 'different'. Children will know about the season of Autumn and its characteristics</p>	<p>Science: The Natural World Children will explore and ask questions about the natural world around them. Children will know about the season of Autumn/Winter and their characteristics</p>	<p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments. Children will know about the season of Winter and its characteristics</p>	<p>Science: The Natural World Children will make observations about plants discussing similarities and differences. Children will know about the season of Spring and its characteristics</p>	<p>Science: The Natural World Children will make observations about animals discussing similarities and differences. Children will know about the season of Spring/Summer and their characteristics</p>	<p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter. Children will know about the season of Summer and its characteristics</p>
Geography	<p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p>	<p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p>	<p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p>	<p>Geography: People, Culture and Communities Children will know that there are many countries around the world</p>	<p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p>	<p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p>
History	<p>History: Past and Present Children will know about their own life story and how they have changed.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p>
Art	<p>Art & Design: Creating with Materials Children will experiment with mark marking.</p>	<p>Art & Design: Creating with Materials Children will experiment with colour and shape..</p>	<p>Art & Design: Creating with Materials Children will experiment with texture.</p>	<p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Art & Design: Creating with Materials</p>	<p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>

	<p>I can explore mark making in different ways with a variety of different tools I can identify, describe and use simple shapes including those from the natural world for a purpose</p> <p>I can safely use and explore a variety of materials, tools and techniques to create my own artwork</p> <p>(formal elements, line, shape)</p>	<p>I can name and choose colours for a specific purpose</p> <p>I can talk about light and dark colours</p> <p>(formal elements shape, tone and colour)</p>	<p>I can investigate materials including those in the natural world I can explore using different materials to create texture or shape</p> <p>I can manipulate a range of materials and use techniques such as clay-etching, printing and collage</p> <p>I can give simple opinions about the work of an artist or designer</p> <p>I can experiment with mixing colours</p> <p>(formal elements, texture)</p>	<p>Children will experiment with pattern and colour. I can explore making patterns, shapes and pictures using paints</p> <p>I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)</p> <p>(formal pattern, texture)</p>	<p>Children will make props and costumes for different role play scenarios.</p> <p>Children will safely explore different techniques for joining materials. I can explore materials and joining techniques</p> <p>I can say what I like or don't like about my artwork (formal elements, form and shape)</p>	<p>I can hold and use a pencil, pen, etc effectively</p>
Design Technology	<p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p> <p>See Art Plan above</p> <p>To build models (of local buildings) that are stable</p> <p>Children will make a sandwich using the correct tools safely</p> <p>Children will make a fruit salad using the correct tools safely</p>	<p>Art & Design: Creating with Materials Children will experiment with different textures.</p> <p>See Art Plan above</p> <p>Children will make a dish using the correct tools safely</p> <p>Stir, mix and combine ingredients to create a dish</p>	<p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p> <p>Children will share creations, Children will make a dish using the correct tools safely</p> <p>Stir, mix and combine ingredients to create a dish including preparation for cooking</p>	<p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>See Art Plan above</p>	<p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p> <p>I can hold and use a pencil, pen, etc effectively</p> <p>I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)</p>
Computing	<p>Turning an ipad on/off. Using a touch screen device (IWB/ipad) confidently.</p>	<p>Developing touch screen skills. Using a keyboard on a touch screen. Using software to create digital art on a touch screen device.</p>	<p>Navigating around an ipad confidently. Using a keyboard to write captions. Practising key maths skills using technology (games/apps)</p>	<p>Using a keyboard to write captions/short sentences. Practising key maths skills using technology (games/apps)</p>	<p>Using the ipad to take photos. Recording writing on an ipad using the keyboard. Simple programming.</p>	<p>Using a keyboard on a chromebook. Embedding key skills learned so far this year.</p>
PE	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Children will jump and land safely from a height.</p> <p>Fine Motor</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement</p> <p>Fine Motor</p>	<p>Gross Motor Children will be able to hop, skip and jump effectively and with control.</p> <p>Fine Motor</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>

	Children will begin to use a tripod grip when using mark making tools.	Children will accurately draw lines, circles and shapes to draw pictures.		Children will use cutlery appropriately.	Children will hold scissors correctly and cut out small shapes.	
RE	RE: People, Culture and Communities -Believing Children will know which people are special and why.	RE: People, Culture and Communities -Expressing F4 Children will know which times are special and why.	RE: People, Culture and Communities -Living F5 Children will know the feeling of belonging and how to identify that.	RE: People, Culture and Communities -Believing F1 Children will know which stories (including holy stories) are special and why.	RE: People, Culture and Communities Expressing F3 Which places are special and why?	RE: People, Culture and Communities Living F6 What is special about our world and why?
Music	Music: Being Imaginative Children will sing and perform nursery rhymes.	Music: Being Imaginative Children will experiment with different instruments and their sounds.	Music: Being Imaginative Children will create narratives based around stories.	Music: Being Imaginative Children will move in time to the music.	Music: Being Imaginative Children will play an instrument following a musical pattern.	Music: Being Imaginative Children will invent their own music
Trips and curriculum enrichments	Church & Library	Church & Post Office	York Bird Prey Centre	Askham Bryan Wildlife Park	Theatre company in school	The Deep