

# <u>Creative Curriculum Coverage Overview – EYFS 2023/2024</u>

We will also take children's interests into account and plan additional learning opportunities accordingly.



Autumn Topics	Spring Topics	Summer Topics
Autumn 1 Superheroes and Super Me!	Spring 1 Water, Water Everywhere!	Summer 1 Growth!
<ul> <li>Settling In</li> <li>Zones of Regulation</li> <li>All About Me</li> <li>Our Families</li> <li>People Who Help Us</li> <li>Superheroes – Who Is Your Hero?</li> <li>Once Upon a Time – Traditional Tales</li> <li>Festivals - Harvest</li> <li>Seasons - Autumn</li> <li>PE - Fundamental Movement Skills</li> <li>Music – Nursery – Music Express / Reception – Charanga – Me!</li> </ul>	<ul> <li>Under the Sea</li> <li>Water Around the World</li> <li>What Do We Need Water For?</li> <li>Floating and Sinking</li> <li>Festivals – Chinese New Year / Shrove Tuesday</li> <li>Seasons – Winter</li> <li>PE – Ball Skills</li> <li>Music – Nursery – Music Express / Reception – Charanga – Everyone!</li> </ul>	<ul> <li>Life Cycles</li> <li>How Have We Changed?</li> <li>Animals From Around the World</li> <li>Down on the Farm</li> <li>Mini Beasts</li> <li>Habitats</li> <li>Planting Seeds</li> <li>Growing Plants</li> <li>PE – Games</li> <li>Music – Nursery –Music Express / Reception – Charanga – Big Bear Funk!</li> </ul>
Autumn 2 Celebrations!	Spring 2 Our Wonderful World!	Summer 2 Up, Up, Up and Away!
<ul> <li>Fireworks/Bonfire Night</li> <li>Children in Need</li> <li>Festivals - Hindu Festival – Diwali / Jewish Festival – Hanukkah / Christmas and The Nativity</li> <li>Let's Perform – EYFS Christmas Production!</li> <li>Remembrance Day</li> <li>PE – Dance</li> <li>Music – Nursery – Music Express / Reception - Charanga – My Stories!</li> </ul>	<ul> <li>Space</li> <li>Nocturnal Animals</li> <li>Hibernation</li> <li>What Happens When I Fall Asleep?</li> <li>The Weather</li> <li>Recycling</li> <li>Seasons - Spring</li> <li>Festivals - Easter / Hindu Festival - Holi / Mother's Day</li> <li>PE - Gymnastics</li> <li>Muic - Nursery - Music Express / Reception - Charanga - Our World!</li> </ul>	<ul> <li>Things That Fly</li> <li>Making Kites</li> <li>Modes of Transport</li> <li>Transition – Moving On Up</li> <li>Festivals – Father's Day</li> <li>Seasons - Summer</li> <li>PE – Athletics / Olympics / Sports Dat</li> <li>Music – Nursery – Music Express / Reception – Charanga – Reflect, Rewind, Replay</li> </ul>

## Managing Self:

Confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

# Personal, Social and Emotional Development

## Self-regulation:

Understanding of own and others' feelings, and able to regulate their behavior accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

## **Building Relationships:**

Work and play cooperatively and take turns with others. Form positive attachments with adults and friendships with peers Show sensitivity to their own and others' needs

# Literacy

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simples phrases and sentences that can be read by others.

## Word Reading

Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

# Understanding the wbrld

## Past and Present:

during role-play.

Comprehension:

Demonstrate understanding of

what has been read to them by

retelling stories and narratives

using own words and recently

Use and understand recently

discussion about stories, non-

fiction, rhymes and poems and

introduced vocab, during

Anticipate - where appropriate -

introduced vocabulary.

key events in stories.

Talk about lives of people around them and their roles in society

Know some similarities and differences between things in the past and now - drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

### The Natural World

Explore and make observations of the natural world. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter.

# People, Culture and Community:

Describe their immediate environment using knowledge from observation, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

# Communication & Language

## Listening, Attention and Understanding

Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions. Comment on and ask questions about what they heard to clarify understanding.

Hold conversation when engaged in back and forth exchanges with teachers/peers.

# Speaking:

Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab.

Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

# **Physical Development**

### Fine Motor:

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools i.e. scissors, paintbrushes,

Begin to show accuracy and care when drawing.

Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and coordination when playing.

Move energetically such as running, jumping, dancing, hopping, skipping and climbing...

# Maths

## **Numerical Patterns:**

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than and the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Have a deep understanding of numbers to 10, including the composition of each number.

Subitise up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

# Expressive Arts and Design

# Creating with materials:

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function.

Share creations, explaining the processes they have

Make use of props and materials when role playing characters in narratives and stories.

# Being imaginative and Expressive:

Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.