

EYFS

CURRICULUM OVERVIEW

| Curriculum Area | EYFS Area of Learning | Autumn | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|--|--|
| Key themes for EYFS (linked to all areas of learning.) | | Changes | People Who Help Us | Run, run as fast as you can | Under the Sea | Giants | The Circle of Life |
| Linked texts | | | Jolly Christmas Postman | The Gingerbread Man | Billy's Bucket Commotion in the Ocean | Jack and the Beanstalk Jasper's Beanstalk Smartest Giant in Town | Handa's Surprise The Very Hungry Caterpillar A Tadpoles Promise |
| Science You may see science through... | Specific Area: Understanding the World: The World | Changes in the world around us. Exploring changes in our environment: seasons, routines, growth. | | Exploring properties of materials. Sinking and Floating. Baking- changes in properties. | What is recycling and why should we do it? What is the impact of plastic on our oceans? What creatures live in the ocean? | How do plants grow? Seed planting. Investigating what a plant needs. | Comparing Summer to the other seasons – temperature, weather, growth. Looking after animals / pets in the hot weather. Life cycles- frogs, caterpillars. African animals. |
| | Prime Area: Physical Development: Health and Self care | Learning about the physical development of our bodies from when we were babies to now: What Can I do by myself now? Noticing the changes in our bodies after exercise. | Observing the effects of physical activity on our bodies: Looking at how our breathing changes and feeling our heartbeat. How can people in | Importance of exercise. Investigating the impact on our bodies. | . | Healthy eating/growing plants Fruit and Vegetables - Tasting different foods. Creating a menu of variety | How do we adapt our behaviour and clothing to suit the different seasons? |

| Curriculum Area | EYFS Area of Learning | Autumn | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|----------|----------|
| | | | the community help us? | | | | |
| | Specific Area: Expressive Arts and Design: Exploring and Using Media and Materials | Exploring the different textures of media – natural / found objects linking to changes in the environment. | | Investigating waterproof materials. Transporting the Gingerbread Man across the river. | What is plastic? | | |
| Science EYFS Curriculum Coverage | Understanding the World: The World 30-50 months: -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment. 40-60 months: -Looks closely at similarities, differences, patterns and change ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | | Physical Development: Health and Self care 30-50 months: -Can tell adults when hungry or tired or when they want to rest or play. -Observes the effects of activity on their bodies. -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. -Can usually manage washing and drying hands. 40-60 months: -Eats a healthy range of foodstuffs and understands need for variety in food. -Usually dry and clean during the day. -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | | Expressive Arts and Design: Exploring and Using Media and Materials 30-50 months: -Explores colour and how colours can be changed. -Beginning to be interested in and describe the texture of things. 40-60 months: -Explores what happens when they mix colours. -Experiments to create different textures. ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |

| Curriculum Area | EYFS Area of Learning | Autumn | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|---|----------|----------|
| History You may see history through... | Specific Area: Understanding the World: People and Communities | Comparing home and school environments. Supporting transitions and changes in children's personal lives. | Develop positive relationships with community members: fire fighters, police officers, doctors, dentists etc. | Past and present events in their own lives and in the lives of family members. Looking at and using tenses. Past/present/future. | Thinking about what the future is for our planet. | | |
| History EYFS Curriculum Coverage | <p>Understanding the World: People and Communities</p> <p>30-50 months:</p> <ul style="list-style-type: none"> -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends. -Shows interest in different occupations and ways of life. -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>40-60 months:</p> <ul style="list-style-type: none"> -Enjoys joining in with family customs and routines. <p>ELG:</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | | | | | | |

| | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|-------------------------------------|--|---|--|---|
| Geography You may see geography through... | Specific Area: Understanding the World: People and Communities | Exploring changes in the people in our lives. Who lives in my house? Who do I meet at school? | Learning about the local community. | Looking at changes over time in our local area – Similarities and differences – Walking to the bakery | | Where do plants grow? Where does our food come from? | What is life like in Africa? How do African people live? Comparing people in Sheffield to Africa. |
| | Specific Area: Understanding the World: The World | Exploring our local setting. Comparing our home and school environments. | | How can litter affect our local wildlife and nature around us? | What is an ocean? What lives there? What does it look like? Comparing the natural / found objects. | | Where is Africa? How is it similar/different to England. |

| | | |
|---|---|--|
| <p>Geography EYFS Curriculum Coverage</p> | <p>Understanding the World: People and Communities. 30-50 months: -Shows interest in the lives of people who are familiar to them. -Shows interest in different occupations and ways of life. -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Understanding the World: The World. 30-50 months: -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment. 40-60 months: -Looks closely at similarities, differences, patterns and change ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> |
|---|---|--|

| | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|---|---|--|
| RE/PSHE You may see RE and PSHE through... | Prime Area: Personal, Social and Emotional Development: Making Relationships. | Learning how to play in groups and share resources. Getting to know each other, what do we have in common? How is your life different to mine? | Explore feelings of others by learning to label different emotions. | Working as a team. Exploring morals and what is right/wrong. | Sharing thought and feelings. How is my opinion different to yours? | | Making links with children across the world- Africa. |
| | Prime Area: Personal, Social and Emotional Development: Self Confidence and Self Awareness | Becoming an independent learner when selecting resources. | Learning to ask questions of others in the community and communicate confidently about their own lives. | Managing and taking risks. | Thinking about our own responsibilities. | Talking about own likes/dislikes, needs and wants. Sharing opinions. | |
| | Prime Area: Personal, Social and Emotional Development: Managing Feelings and Behaviour | Transition to school Settling into school, coping with changes. Following school routines. Developing classroom rules. Character muscles: Independence / Imagination | Reviewing classroom rules and character muscles Who can help us? Home/school/com munity. | Negotiating and solving problems. | Understanding how our actions affect others. | | |
| | Prime Area: Physical Development: Health and Self Care | Becoming independent with toileting and personal hygiene. Taking Care of our own belongings – coats, getting changed for PE. | Hand Hygiene – Germs! How do people in the community keep us healthy? What do doctors/dentists do? | Our daily routine – Sleeping, hygiene, diet. | | Food – why do we need to eat a range of different foods to be healthy? | How can we keep safe in the summer? |

| | | | | | | | |
|---|--|--|--|--|--|--|---|
| | Specific Area: Understanding the World: People and Communities | | Celebrations and Traditions from different cultures. Different families / occupations and ways of life. | | Celebrating traditions from different cultures- Easter. | | Exploring the lives of others and comparing with our own. Knowing what makes me unique. |
| PSHE/RE EYFS Curriculum Coverage | Personal, Social and Emotional Development: Making Relationships. 30-50 months: -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. -Initiates play, offering cues to peers to join them. -Keeps play going by responding to what others are saying or doing. -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 40-60 months: - Initiates conversations, attends to and takes account of what others say. -Explains own knowledge and understanding, and asks appropriate questions of others. -Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG: Children play co- | Personal, Social and Emotional Development: Self Confidence and Self Awareness 30-50 months: -Can select and use activities and resources with help. -Welcomes and values praise for what they have done. -Enjoys responsibility of carrying out small tasks. -Is more outgoing towards unfamiliar people and more confident in new social situations. -Confident to talk to other children when playing, and will communicate freely about own home and community. -Shows confidence in asking adults for help 40-60 months: -Confident to speak to others about own needs, wants, interests and opinions. -Can describe self in positive terms and talk about abilities. ELG: | Personal, Social and Emotional Development: Managing Feelings and Behaviour 30-50 months: -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. -Can usually adapt behaviour to different events, social situations and changes in routine. 40-60 months: -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. -Aware of the boundaries | Physical Development: Health and Self Care 30-50 months: -Can tell adults when hungry or tired or when they want to rest or play. -Observes the effects of activity on their bodies. -Understands that equipment and tools have to be used safely. -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. -Can usually manage washing and drying hands. -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 40-60 months: -Eats a healthy range of foodstuffs and understands need for variety in food. -Usually dry and clean during the day. -Shows some understanding that good practices with regard to | Understanding the World: People and Communities 30-50 months: -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends. -Shows interest in different occupations and ways of life. -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 40-60 months: -Enjoys joining in with family customs and routines. ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are | | |

| | | | | | |
|--|---|---|---|--|---|
| | <p>operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> | <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> | <p>set, and of behavioural expectations in the setting. -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> | <p>exercise, eating, sleeping and hygiene can contribute to good health. -Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. -Shows understanding of how to transport and store equipment safely. -Practices some appropriate safety measures without direct supervision. ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> |
|--|---|---|---|--|---|

| | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|--|---|---|
| Music You may see music through... | Specific Area: Expressive Arts and Design: Exploring Media and Materials | Traditional rhymes/ finding the beat games Building confidence in making music/gross-motor skills & keeping beat Learn to sing or sing along with nursery rhymes and action songs | Developing use of voice and exploring pitch | Kazoo singing Using number songs to explore kazoo singing | African Drumming Playing simple repeated rhythms to experience group playing. | Improvise and compose music | |
| | Specific Area: Expressive Arts and Design: Being Imaginative | Improvise leading to playing classroom instruments | Christmas Performance Share and perform the learning that has taken place | Experiment with, create, select and combine sounds | Listen and respond to different styles of music | Hey You Playing tuned and un-tuned percussion musically. | Our World Embed foundations of interrelated dimensions of music Perform in groups to others |
| Music EYFS Curriculum Coverage | Expressive Arts and Design: Exploring Media and Materials. 30-50 months: -Enjoys joining in with dancing and ring games. -Sings a few familiar songs. -Beginning to move rhythmically. -Imitates movement in response to music. -Taps out simple repeated rhythms. -Explores and learns how sounds can be changed. 40-60 months: -Begins to build a repertoire of songs and dances. -Explores the different sounds of instruments ELG: Children sing songs, make music and dance, and experiment with ways of changing them. | | | Expressive Arts and Design: Being Imaginative. 30-50 months: -Developing preferences for forms of expression. -Uses movement to express feelings. -Creates movement in response to music. -Sings to self and makes up simple songs. -Makes up rhythms 40-60 months: - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | | | |

| | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|--|--------------------------------------|
| Art You may see art through... | Specific Area: Expressive Arts and Design: Exploring Media and Materials | Exploring different textures and changes in the environment. Observing and exploring changes in colour linked to changes in seasons. | Selecting tools appropriately for their purpose. | Building and creating models to transport the Gingerbread man across the river. | Creating representations of ocean creatures. Exploring creating textures with different materials. | Drawing real life objects- observational drawings of plants and flowers. | Exploring art from around the world. |
| | Specific Area: Expressive Arts and Design: Being Imaginative | Exploring feelings and emotions. | Imaginative play linked to fist hand experiences/ people of significance/communit y members. | Creating a narrative in play. Acting out stories and developing roles. | | Using props to support role play. | |
| Art EYFS Curriculum Coverage | Expressive Arts and Design: Exploring Media and Materials. 30-50 months: -Explores colour and how colours can be changed. -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. -Beginning to be interested in and describe the texture of things. -Uses various construction materials. -Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. -Joins construction pieces together to build and balance. -Realises tools can be used for a purpose. 40-60 months: -Explores what happens when they mix colours. -Experiments to create different textures. -Understands that different media can be combined to create new effects. -Manipulates materials to achieve a planned effect. -Constructs with a purpose in mind, using a variety of resources. -Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. | | | Expressive Arts and Design: Being Imaginative. 30-50 months: -Developing preferences for forms of expression. -Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. -Engages in imaginative role-play based on own first-hand experiences. -Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. -Uses available resources to create props to support role-play. -Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60 months: -Create simple representations of events, people and objects. -Chooses particular colours to use for a purpose. -Introduces a storyline or narrative into their play. -Plays alongside other children who are engaged in the same theme. -Plays cooperatively as part of a group to develop and act out a narrative. ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | | | |

| | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|---|---|--|
| | <p>-Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | | | | | | |
| <p>Computing</p> <p>You may see computing through...</p> | <p>Specific Area: Understanding the World: Technology</p> | <p>Operating simple equipment: -Cd player -Listening station -ipads -talk tins</p> | <p>Looking at how emergency services/people in the community use technology.</p> | <p>Looking at the range of technology we have at school and at home (and studying their uses).</p> | <p>Choosing technology to use for a specific purpose.</p> | <p>Coding using Beebots</p> <p>Using ipads to take photos and record video.</p> | <p>Typing using laptops and ipads</p> |
| <p>Computing EYFS Curriculum Coverage</p> | <p>Understanding the World: Technology.</p> <p>30-50 months:</p> <ul style="list-style-type: none"> -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. -Knows that information can be retrieved from computers. <p>40-60 months:</p> <ul style="list-style-type: none"> -Completes a simple program on a computer. -Uses ICT hardware to interact with age-appropriate computer software. <p>ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | | | | | | |
| <p>PE</p> <p>You may see PE through..</p> | <p>Prime Area: Physical Development: Moving and Handling</p> | <p>Multi skills - Fun games and teamwork.</p> | <p>Dance – Fairytales</p> | <p>Multi skills –rolling and kicking.</p> | <p>Games – Dodgeball</p> | <p>Mini Olympics - ABC (Agility /Balance/ Coordination)</p> | <p>Athletics</p> <p>Throwing & Jumping</p> |
| <p>PE EYFS Curriculum Coverage</p> | <p>Physical Development: Moving and Handling.</p> <p>30-50 months:</p> <ul style="list-style-type: none"> -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -Mounts stairs, steps or climbing equipment using alternate feet. -Walks downstairs, two feet to each step while carrying a small object. -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Can stand momentarily on one foot when shown. -Can catch a large ball. | | | | | | |

| | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|----------|----------|----------|----------|----------|----------|
| | <p>40-60 months:</p> <ul style="list-style-type: none"> -Experiments with different ways of moving. -Jumps off an object and lands appropriately. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. -Travels with confidence and skill around, under, over and through balancing and climbing equipment. -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>ELG:</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> | | | | | | |