

EYFS Long Term Curriculum Overview 24/25

	Autumn 1 All About Me	Autumn 2 Celebration	Spring 1 Monsters, Witches and Wizards	Spring 2 Animals and Dinosaurs	Summer 1 Superheroes	Summer 2 Around the World (including Mountains and Volcanoes)
Themes	Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Halloween/ Bonfire Night/ Hanukkah, Thanks giving/ The Nativity At the Panto Christmas Lists Letters to Father Christmas	Magic/Witches/Wizards/ Chinese New Year, Story telling, Valentines day, Internet Safety, Making Pancakes	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils Seaside's in the past Compare: Now and then! Seaside art Volcanoes and Mountains
Texts that will be used	The Colour Monster Mixed by Arree Chung The Three Little Pigs Little Red Riding Hood A Little Bit Brave Would you Rather We're Going on a Bear Hunt	Christopher Pumpkin Rama and Sita The Tiger who Came to Tea The Gingerbread Man The Christmas Pine The Grinch Dear Father Christmas	Not Now Bernard! The Hairy Toe Hansel and Gretel Room on the Broom What's in the Witch's Kitchen Meg and Mog	Dear Zoo Goldilocks The Odd Egg The Story of Little Mole Little Rabbit Foo Foo Billy and the Beast Are the Dinosaurs Dead, Dad?	Superworm Supertato Aliens Love Underpants Save the World	Jack and the Beanstalk Lost and Found Tiddler Pirate Pete The Night Pirates Captain Pugwash
Wow Moments	Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents.	Guy Fawkes/ Bonfire Night Christmas Time/ Nativity Diwali Hanukkah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week	Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Let's fly - Role p	Compare different climates around the world. Look at the cultures of different countries and the way we
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Our Values	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our

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	world. All cultures are learned, respected, and celebrated.	learned, respected, and celebrated.	from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	activities. We understand and celebrate the fact that everyone is different.	opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British.
Assessment Opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation In-house moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings
Parental Involvement	Staggered Start Parents Evening Home / School Agreement Phonics workshop Evidence Me Observations	Nativity Maths workshop Parents Evening Book at Bedtime	Share a story Stay and Read morning Evidence Me Observations	Parents Evening Art workshop / Gallery Share a story	Share a story Stay and Read morning Evidence Me Observations	Share a story Parents Evening Sports Day
Communication and Language	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared Stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Personal, Social, Emotional Development	<u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? My feelings	<u>Valuing Differences</u> I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	<u>Keeping Safe</u> What's safe to go onto my body What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings E-safety	<u>Rights and Respect</u> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using	<u>Growing and Changing</u> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	<u>Being My Best</u> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
Self-Regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour 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 to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being					

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	able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification Persisting in the face of difficulty.					
Physical Development Fine Motor Skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Physical Development Gross Motor Skills	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics/ Balance
Literacy Word Reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for IAs. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine,

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	about stories, learning new vocabulary.	Enjoys an increasing range of books	words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	their own narratives and explanations by connecting ideas or events	or captions. Role play area – book characters	blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading	Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other	Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
Writing	Nursery Rhymes Label Characters Make Marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre	Sequence the story Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lowercase and capital letters correctly. Rhyming words. Acrostic poems	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
Maths White Rose	https://whitroseeducation.com Match, sort and compare, Talk about measure and patterns, It's Me 123, Circles and Triangles, 12345, Shapes with four sides		https://whitroseeducation.com Alive in 5, Mass and Capacity, Growing 678, Length, Height and Time, Building 9 and 10, Explore 3D shapes.		https://whitroseeducation.com To 20 and beyond, How many now? Manipulate and Decompose, Sharing and Grouping, Visualise, build and map, Make connections	

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<p>Understanding the World</p> <p>Science, Geography & History</p>	<p>People who help us Healthy Eating My Body New beginnings Family History- how have we changed over time?</p>	<p>Autumn Religious celebrations- Diwali Nov 1st, Christmas, Hanukkah, Thanks giving Other celebrations: Remembrance day 11th, birthdays, Halloween, weddings.</p>	<p>Winter Chinese New Year 29th Jan Pancake Day March 4th Valentine's Day Investigating Materials</p>	<p>Spring Animals & Forces Mother's Day & Eid 30th March Easter 20th April</p>	<p>Weather Explorers from the past Dinosaurs Explore forces</p>	<p>Father's Day June 15th Growing Plants Exploring countries where there are volcanoes</p>
<p>RE</p>	<p>F1 How can people show they belong together?</p>	<p>F1 How can people show they belong together?</p>	<p>F2 Who are the people in sacred (special) stories and why might they still be important today</p>	<p>F2 Who are the people in sacred (special) stories and why might they still be important today</p>	<p>F3 How do people know how to treat each other</p>	<p>F3 How do people know how to treat each other</p>
<p>Expressive Art and Design</p>	<p>Self-portraits Skeleton Pictures Family Tree Natural Art Mini book all about me Family crest shield Art straw skeletons Charanga Singing Unit</p>	<p>Bonfire Pictures Create our own bonfire Acting out the story of Guy Fawkes Christmas Singing Christmas card Christmas Decorations Calendars Autumn/Christmas Wreath Christmas Play</p>	<p>Create your own monsters using the material of your choice Make a cauldron with items of your choice. Create characters from your favourite stories. Take part in a Chinese New year Dragon Dance Wizard lanterns Wind chimes Gangly leg witch Witch plate faces</p>	<p>Mothers Day and Eid Cards. Make Easter Cards and gifts Create your own picture of a dinosaur Masks Pasta skeletons Playdough/ Salt dough fossils.</p>	<p>Create your own Villain Paint your own superhero Make a potato superhero Create pictures of different types of weather Weather wheels Windmills Pinwheel toilet roll cuffs Lolly Pop hero masks</p>	<p>Make your own 3D volcano Create a beanstalk Mandala plates World mobile Earth day flowers Toilet roll binoculars</p>