

Ingleton C of E Primary School

Early Years Foundation Stage

CURRICULUM OVERVIEW



	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts and themes for EYFS F2 (Can be used for all areas of learning)		Autumn and Autumn Festivals Christmas The Tiger who came to Tea The Day the Crayons Quit Dear Zoo Pumpkin Soup Rama and Sita Story Mog's Christmas Dear Santa		Chinese New Year Spring and New Life/Farms Trains Traditional Tales Spot visits the Farm Julia Donaldson stories Romeo and Juliet		Mini beasts How does your garden grow? Beatrix Potter Beatrix Potter stories Elmer The Very Hungry Caterpillar Life Cycle Texts Oliver's Vegetables Jasper's Beanstalk The Secret Garden	

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<p>Science</p> <p>You may see science through...</p>	<p>-Understanding the world EYFS: the world</p> <p>Physical Development: Health and Self care</p> <p>Expressive Arts and Design: Exploring and Using Media and Materials</p>	<p>Animals and their habitats. What are animals called and where do they? What do animals eat? Zoo animals. Tigers</p> <p>Exploring the different textures of media – natural / found objects and other craft media.</p>	<p>Changes in the world around us Exploring the world around us and comparing environments: home and School.</p> <p>Seasonal changes: Autumn</p> <p>Observing the effects of physical activity on our bodies: Looking at how our breathing changes and feeling our heartbeat.</p> <p>Shadows, dark and light – Links to Diwali</p>	<p>Everyday Materials – What is our School made from? Which materials float and sink? What do the Three Little Pigs build their houses from?</p> <p>Comparing Winter / Autumn – what changes can we see? (investigating frost / ice and water)</p> <p>Outdoor games / Team games in PE - Why is exercise important?</p>	<p>Why do we get so many new flowers in spring?</p> <p>Comparing Spring to Autumn / Winter (patterns and change)</p> <p>New life: investigating new animals coming out of hibernation in different environments. The lifecycle of a chick.</p> <p>Fruit and Vegetables - Tasting different foods. Creating a menu of variety – Links to the Gruffalo.</p>	<p>Plants: How can I make a plant grow? -the needs of a plant for healthy growth. -planting seeds and growing plants -Experimenting with removing the needs of a plant. -Sunflower lifecycle</p> <p>Minibeasts/insects: Why are insects helpful for our garden?</p> <p>Monitoring the effects of exercise on our bodies.</p>	<p>Sunflower competition.</p> <p>Comparing Summer to the other seasons – temperature, weather, growth.</p> <p>Looking after animals / pets in the hot weather.</p> <p>How do we adapt our behaviour and clothing to suit the different seasons?</p>

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Science EYFS F2	<p><u>Understanding the World: The World</u> 30-50mths</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. <p>40-60mths Look closely at similarities, differences, patterns and change.</p> <p>ELG</p> <ul style="list-style-type: none"> • 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. 		<p><u>Physical Development: Health and Self Care</u> 30-50mths</p> <p>Observe the effects of physical activity on their bodies.</p> <p>40-60mths</p> <p>Eat a healthy range of foodstuffs and understand a need for variety in food.</p> <ul style="list-style-type: none"> • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to Good health. <p>ELG</p> <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>			<p><u>Expressive Arts and Design: Exploring using media and materials</u> 30-50mths</p> <ul style="list-style-type: none"> • Begin to be interested in and describe the texture of things. 	

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History You may see history through...	-Understanding the world EYFS: people and communities, the world	Ourselves and our families – Special experiences that we have had. And family celebrations / traditions. Past and present events in their own lives and in the lives of family members.	Ourselves and our families – Special experiences And family celebrations / traditions.	Looking back at the changes in the environment around us (seasonal / old photos) Trains	Changes over time – life cycles: Plants and chicks.	Changes over time – life cycles: Plants and chicks. Beatrix Potter, Women in History	
History EYFS	<u>Understanding the World: People and the communities</u> 30-50mths <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. ELG Talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.			<u>Understanding the World: The World</u> 30-50mths <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. 40-60mths <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. ELG Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.			

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Geography You may see Geography Through...	-Understanding the world EYFS: the world, people and communities	Our local setting: Home and school	Comparing the environment of our school and other areas Discussing the natural materials found around our local area.	Looking at changes over time in our local area – Similarities and differences.	Looking at the areas in which we live and visit: Comparing the natural / found objects. Where is London? Is London the same as Ingleton? Weather – keeping weather chart Where are we on the World Map? Where is Ingleton in the UK? Holidays – The Lake District		
EYFS	Understanding the World: People and Communities ELG • Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.			Understanding the World: The World 30-50mths Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. <ul style="list-style-type: none"> • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the Environment. 40-60mths <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. ELG 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.			

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RE/PSHE In addition to our School's RE plan and PSHE Jigsaw Scheme, you may see this through...	PSED: Making Relationships PSED: Self Confidence and Self awareness PSED: Managing feelings and behaviour Physical Development: Health and Self Care UTW: People and Communities.	Becoming an independent learner when selecting resources. Transition to school – settling into school -following school routine -Developing classroom rules. -Character muscles: Independence / Imagination Learning how to play in groups and share resources. Becoming independent with toileting and personal hygiene. Taking Care of our own belongings – coats, getting changed for PE.	Hand Hygiene – Germs! Celebrations and Traditions from different cultures. Different families / occupations and ways of life. Reviewing classroom rules and character muscles	Our daily routine – Sleeping, hygiene, diet. Managing and taking risks. Food – why do we need to eat a range of different foods to be healthy?			
EYFS PSHE/RE	PSED: Self confidence and self awareness 30-50mths <ul style="list-style-type: none"> Select and use activities and resources with help. Welcome and value praise for what they have done. Enjoy the responsibility of carrying out small tasks. 	PSED: Making Relationships 30-50mths <ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiate play, offering cues to peers to join them. 	PSED: Managing feelings and behaviour 30-50mths <ul style="list-style-type: none"> Be aware of own feelings and know that some actions and words can hurt others' feelings. Begin to accept the needs of others and to take turns and share resources, 	UTW: People and Communities 30-50mths <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. Remember and talk about significant events in their own experiences. 	PD: Health and Self care 30-50mths <ul style="list-style-type: none"> Tell adults when hungry or tired, or when they want to rest or play. Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. 		

	<ul style="list-style-type: none"> • Be more outgoing towards unfamiliar people and more confident in new social situations. • Be confident talking to other children when playing and communicate freely about own home and community. • Show confidence in asking adults for help. <p>40-60mths</p> <ul style="list-style-type: none"> • Be confident to speak to others about own needs, wants, interests and opinions. • Describe self in positive terms and talk about abilities. <p>ELG</p> <ul style="list-style-type: none"> • To be 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. 	<ul style="list-style-type: none"> • Keep play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40-60mths</p> <ul style="list-style-type: none"> • Understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • Be aware of the boundaries set and of behavioural expectations in the setting. • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>ELG</p> <ul style="list-style-type: none"> • Play cooperatively, 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>sometimes with support from others.</p> <ul style="list-style-type: none"> • Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • Adapt behaviour to different events, social situations and changes in routine. <p>40-60mths</p> <ul style="list-style-type: none"> • Explain own knowledge and understanding, and ask appropriate questions of others. • Take steps to resolve conflicts with other children, e.g. finding a compromise. <p>ELG</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> • Usually manage washing and drying hands. • Dress 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. <p>40-60mths</p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understand a need for variety in food. • Usually be dry and clean during the day. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • Practice some appropriate safety measures without direct supervision. <p>ELG</p> <ul style="list-style-type: none"> • Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
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Music You may see this through...	EYFS: expressive arts Schemes to use Charanga	Nursery rhymes Finding a beat / syllables Group singing Expressing our emotions using instruments	Christmas singing Exploring the sounds of different instruments	Using instruments to make sound scapes for pictures / art and expression of feelings.	Making up our own songs and musical rhythms. Reviewing music and talking about our likes, dislikes and favourite songs/instruments.		
Skills: -Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs -Improvise leading to playing classroom instruments -Share and perform the learning that has taken place		Skills: -Use voices expressively and creatively -Play tuned and un-tuned instruments -Listen with concentration and understanding to a range of music -Experiment with, create, select and combine sounds		Skills: -Play and perform in solo and ensemble contexts -Improvise and compose music -Listen with attention to detail and recall sounds -Use and understand staff and other musical notations -Appreciate and understand a wide range of high-quality music -Develop an understanding of the history of music			
EYFS	Expressive Arts and Design: Exploring media and materials 30-50mths <ul style="list-style-type: none"> • Sing a few familiar songs. • Imitate movement in response to music. • Tap out simple repeated rhythms. • Explore and learn how sounds can be changed. 40-60mths <ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. ELG <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 			Expressive Arts and Design: Being Imaginative 30-50mths <ul style="list-style-type: none"> • Develop a preference for forms of expression. • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Sing to self and make up simple songs. • Make up rhythms. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths <ul style="list-style-type: none"> • Create simple representations of events, people and objects. ELG <ul style="list-style-type: none"> • 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. 			

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Art	EYFS: expressive arts and design: See Development Matters Document Linked below						
D&T							
EYFS links for D&T	Physical Development: Moving and Handling 30-50mths <ul style="list-style-type: none"> Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. 40-60mths <ul style="list-style-type: none"> Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. ELG <ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. 			Physical Development: Health and Self Care 30-50mths <ul style="list-style-type: none"> Understand that equipment and tools have to be used safely. 40-60mths <ul style="list-style-type: none"> Show understanding of the need for safety when tackling new challenges and consider and manage some risks. Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision. 			
Computing You may see this through...	-Understanding the world EYFS: technology	Operating simple equipment: -Cd player -Listening station	Coding using Beebots Using ipads to take photos and record video.	Typing using laptops and ipads Looking at the range of technology we have at school and at home (and studying their uses).	Choosing technology to use for a specific purpose.		
See Development Matters document: Understanding the World: Technology							
PE You may see this through..	EYFS: Physical -Moving and handling	Spatial Awareness Circle and team games	Ball games Throwing and catching Gym – jumping, landing, rolling on mats.	Gym – using the large equipment. Experimenting with movement on the equipment.	Dance Experimenting with body movement to music.	Ball games / team games	Team relay games / ring games
See Development Matters document: Physical Development: Moving and handling, Health and Self Care							
EYFS	Expressive Arts and Design: Exploring Media and Materials 30-50mths <ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Begin to move rhythmically. 			Expressive Arts and Design: Being Imaginative 30-50mths <ul style="list-style-type: none"> Develop preferences for forms of expression. Use movement to express feelings. 			

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		<ul style="list-style-type: none"> • Imitate movement in response to music. • Tap out simple repeated rhythms 		<ul style="list-style-type: none"> • Create movement in response to music. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60mths</p> <ul style="list-style-type: none"> • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <p>ELG</p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 				