

Yearly Overview – Curriculum and topic map EYFS



	Topics/Texts	PSED	PD	C and L	U T W	EAD
A1	<p>All about me, new adventures, birthdays, seasons, Healthy body, Healthy Me,</p> <p>Rosie and Tom start school, Rosie's first day, Leaf Man, Pirates love underpants, Rosie's Walk Kipper's Birthday</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Build constructive and respectful relationships.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
A2	<p>Traditional Tales, Celebrations</p>	<p>Show resilience and perseverance in the face</p>	<p>Develop their small motor skills so that they can</p>	<p>Use new vocabulary through the day.</p>	<p>Compare and contrast characters from stories,</p>	<p>Sing in a group or on their own, increasingly</p>

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	The Little Red Hen, The three Little Pigs, The Enormous Turnip, The Gingerbread Man, The Nativity, Where the poppies now grow	of challenge. Identify and moderate their own feelings socially and emotionally.	use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	matching the pitch and following the melody.
S1	Journeys, Spring and New Life, Easter, Valentine’s Day, Shrove Tuesday, Chinese New Year The Elves and the Shoemaker, The girl who loved wellies, The story of Chinese New Year, The Journey, The Train Ride	Think about the perspectives of others.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Articulate their ideas and thoughts in well-formed Sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in storytimes.	Draw information from a simple map. Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.
S2	Travel and Transport, Where we live. Easter Mrs Armitage on Wheels, The Naughty Bus, Oi! Get off our train, The Magic Bed, The story of Easter		Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.	Recognise some environments that are different from the one in which they live.	Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.

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			Develop overall body-strength, balance, co-ordination and agility.	Listen carefully to rhymes and songs, paying attention to how they sound.		
S1	Plants and Growth Oliver’s Vegetables, Oliver’s fruit Salad, Oliver’s Milkshake, The Very Hungry Caterpillar, Growing Frogs, Handa’s Surprise.	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ Online safety <ul style="list-style-type: none"> • having a good sleep routine • being a safe pedestrian 	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand important processes and changes.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
S2	The World around us, Animals and their habitats Polar, Polar Bear, Rumble in the Jungle, Ronald the Rhino, Commotion in the Ocean		Develop the foundations of a handwriting style which is fast, accurate and efficient.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand important processes and changes.	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.

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Topic Titles and Educational Visits

	Topic Title	Educational Visit
Autumn 1	New adventures	Church, library
Autumn 2	Harvest	Church
Spring 1	Journeys, Spring	Delamere New Vic Theatre – Alice in Wonderland
Spring 2	Easter	Church
Summer 1	Plants and growth, life cycles	Local walk- park
Summer 2	The world around us, animals	Knowsley Safari Park