



EYFS Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Autumn Colours	Let's Explore!	Amazing Animals	Spring and New Life	Terrific Tales
Key texts	Colour Monster Colour Monster Goes to School Owl Babies We're Going On a Bear Hunt Funny Bones The Big Book of Families Starting School	All About Autumn We're Going on a Leaf Hunt The Leaf Thief Leaf Trouble Brown Bear Brown Bear Poems about Autumn Non-fiction books about the seasons	Duck in a Truck The Naughty Bus My Gumpy's Outing The Train Ride All Change Whatever Next Transportation: Then and Now (Non-fiction) Handa's Surprise Welcome to Our World- A Celebration of Children Everywhere (Non-fiction)	Walking in the Jungle Rumble in the Jungle The Snail and the Whale Amazing Animals (Non-fiction) What the Ladybird Heard Somebody Swallowed Stanley	Jasper's Beanstalk The Hungry Caterpillar Caterpillar to Butterfly Seasons Come and Seasons Go	Goldilocks and the Three Bears The Three Billy Goats Gruff The Three Little pigs

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Special Events		Bonfire Night Remembrance Sunday Colour Day		Trip to the farm	Duck eggs	
Communication and Language Listening, Attention and Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow instructions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p>	<p>To focus for longer periods of time during teaching sessions</p> <p>To understand a question or an instruction that has two parts</p>	<p>To listen for sustained periods of times</p> <p>Follow a story without pictures or prompts</p> <p>To respond to what they have heard with comments or actions</p>	<p>To understand questions such as who, what, where, when, why and how</p> <p>To ask questions to clarify their understanding of what they have heard</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>
Speaking	<p>To answer questions all about me.</p> <p>Model talk routines through the day to respond to others.</p> <p>To learn rhymes, poems and songs</p> <p>Pre-teach new vocabulary</p>	<p>To answer questions in front of the whole class</p> <p>To answer simple 'why' questions</p> <p>Learn rhymes, poems and songs (link to Christmas Nativity)</p> <p>Pre-teach new vocabulary</p>	<p>To ask how and why questions</p> <p>To use 'because' in a sentence with adult support (linked to first-hand experience or own feelings).</p> <p>To begin to retell a story with actions</p> <p>Pre-teach vocabulary</p>	<p>To share their work to the class-standing at the front</p> <p>To use new vocabulary in different contexts</p> <p>To retell a story using some story language</p> <p>Pre-teach vocabulary</p>	<p>To link statements and stick to a main theme</p> <p>To speak clearly to explain what happened and recall stories in detail</p>	<p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>

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Physical Development- Gross Motor Skills	<p>To move safely in a space</p> <p>To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.</p> <p>To climb under over and through climbing equipment.</p> <p>To develop use of core muscles to sit at a table and during carpet sessions</p>	<p>To balance on small and large body parts</p> <p>To send a ball/ throwing equipment with increasing accuracy.</p> <p>To jump and land appropriately.</p>	<p>To travel in a variety of ways.</p> <p>To adjust speed and direction to avoid obstacles.</p> <p>To show increasing control over an object pushing it, dribbling it, kicking it and bouncing it.</p> <p>To perform a variety of gymnastic rolls.</p> <p>To practise throwing overarm for distance</p>	<p>To travel over, under and through balance and climbing equipment</p> <p>To jump and land safely from a height</p> <p>To catch with increasing accuracy</p> <p>To throw and catch with a partner</p> <p>To develop accuracy when throwing to a target</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To move with control and co-ordination expressing ideas through movement</p>	<p>To use increasing control over an object by touching, pushing, patting, throwing, or catching.</p> <p>To move with control and co-ordination</p> <p>To use a range of small and large equipment</p> <p>To work co-operatively as a team</p> <p>To follow instructions and move safely when playing games</p>
PE Passport Units	Rosie's Walk	How to Catch a Star	Transport	Minibeasts	Dance	Jack and the Beanstalk

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<p>Fine Motor Skills</p>	<p>Manipulate different objects eg playdough, threading large beads, picking up objects with tweezers etc</p> <p>To mark make using different shapes and tools</p> <p>To develop use of dominant hand and tripod grip</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p> <p>WRITE DANCE MOVEMENTS</p>	<p>To develop muscle tone to put pressure on paper</p> <p>Use tools to affect changes to materials</p> <p>To learn to hold scissors correctly, cutting along a straight and zigzag line</p> <p>To use a tripod grip when using mark making tools</p> <p>To begin to accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using the correct formation</p> <p>To begin to hold a knife correctly and</p>	<p>To continue to use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To develop threading skills eg small beads</p> <p>To use small pegs to move objects</p> <p>To write taught letters using the correct formation</p>	<p>To hold pencil effectively with comfortable grip</p> <p>To hold scissors correctly and cut out large shapes</p> <p>To write letters correctly using the correct letter formation and sit them on the line.</p> <p>To draw accurate drawings using a model</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To write letters using the correct letter formation and control the size of the letters</p> <p>To paint accurately using thinner paintbrushes</p>	<p>To hold pencil effectively with a tripod grip</p> <p>To hold scissors correctly and cut out various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>
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		use to cut food with support WRITE DANCE MOVEMENTS				
PSED Managing Self	<p>To develop good personal hygiene such as hand washing and toileting</p> <p>To be involved in creating rules for the unit</p>	<p>To understand the need to have rules in the unit and to follow them</p> <p>To be confident to try new activities on their own</p> <p>To practise doing up a zipper</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To show some independence and try my best</p> <p>To practise doing buttons</p>	<p>To show independence when choosing activities</p> <p>To identify and name healthy foods.</p> <p>To understand the importance of healthy food choices</p>	<p>To manage own basic needs independently</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To behave in accordance with the rules in the wider school</p>
Self- Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class and group activities</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt their behaviour to a range of situations in school</p>	<p>To know what a 'goal' is and begin to practise for this</p> <p>To follow a two step instructions</p> <p>To begin to learn how my actions affect others</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching (readiness for Year 1)</p> <p>To follow instructions of three steps or more</p>
Building Relationships	<p>To seek support of adults when needed</p>	<p>To play with children who are</p>	<p>To use kind words to encourage others and make</p>	<p>To listen to the ideas of other children and agree</p>	<p>To work as a group</p>	<p>To have confidence to communicate with a variety of</p>

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	To gain confidence to speak to peers and adults	<p>playing with the same activity</p> <p>To begin to develop friendships</p> <p>To develop positive relationships with all staff in the unit.</p>	<p>positive relationships.</p> <p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	on a solution and compromise	To begin to develop relationships with other adults around the school	<p>adults round the school (readiness for Year 1)</p> <p>To develop strong friendships</p>
PSHE Jigsaw Unit	<p>Being Me in My World</p> <p>Who am I? How do I fit in?</p>	<p>Celebrating Differences</p> <p>Respect for similarity and difference</p> <p>How I am special?</p> <p>Being unique.</p>	<p>Dreams and Goals</p> <p>How to deal with challenges and not giving up</p>	<p>Healthy me</p> <p>Knowledge of how to keep healthy through eating, exercise and dental hygiene</p>	<p>Relationships</p> <p>Building positive, healthy relationships.</p> <p>Importance of relationships and friendships</p>	<p>Changing Me</p> <p>Changes from being a baby</p> <p>Functions of main body parts</p> <p>Coping positively with change-transition into Year 1</p>
Literacy Comprehension	<p>To use pictures to tell stories</p> <p>To join in with rhymes and show an interest in stories with repeated refrains</p>	<p>To retell stories related to events through acting and role play</p> <p>To begin to retell stories using actions derived from Pie Corbett</p>	<p>To act out stories using their own words</p> <p>To begin to predict what may happen in the story</p>	<p>To talk about the characters in the books that they are reading</p> <p>To talk about the settings in the books that they are reading</p>	<p>To begin to understand and answer questions about what they have read</p> <p>To use vocabulary that is influenced by their</p>	<p>To confidently answer questions about what has been read</p> <p>To know that information can be retrieved from books</p>

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	<p>To sequence familiar stories through the use of pictures</p> <p>To independently look at a book, holding them the correct way and turning pages</p> <p>To begin to know the different parts of a book eg. author, title</p>	<p>To begin to answer simple questions about the stories read to them</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</p>	<p>To suggest how a story might end</p> <p>To identify characters and settings in stories</p>	<p>To follow a story without pictures or props</p> <p>To begin to use story maps to retell a story using their own words what they have read</p>	<p>experiences of books</p> <p>To predict what they think will happen in a story</p> <p>To use story maps to retell a story using their own words</p>	
<p>Literacy</p> <p>Word Reading</p>	<p>To recognise their name</p> <p>To recognise sounds taught from ELS: s, a, t, p, n, i, m, d, o, g, c, k, e, u, r, s, ss, h, b, f, ff, l, ll</p> <p>To recognise taught tricky words from ELS: I, the, no, put, of, is, to, go, into, pull, as, his</p>	<p>To recognise sounds taught from ELS: j, v, w, x, y, z, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p> <p>To recognise tricky words taught from ELS: he, she, we, be, push, was, her, my, you</p>	<p>To recognise sounds taught from ELS: ar, ur, oo, or, ow, oi, ear, air, ure, er, oa</p> <p>To recognise tricky words taught from ELS: they, all, are, ball, tall, when, what</p> <p>To begin to read longer words</p>	<p>Review sounds taught so far and consolidate</p> <p>To recognise tricky words taught from ELS: Said, so have were like</p> <p>To read longer words</p> <p>To read sentences containing tricky words, digraphs and trigraphs</p>	<p>Review sounds taught so far and consolidate</p> <p>Introduce Phase 4: CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>To recognise tricky words taught from ELS: Out, some, come, there</p> <p>To read longer words</p>	<p>Review and consolidate Phase 4:</p> <p>CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>To recognise tricky words taught from ELS: Little, one, do</p> <p>To read words ending in suffixes – ing</p>

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	<p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To blend sounds to read words using taught sounds</p> <p>To know that print is read from left to right.</p> <p>To be able to spot digraphs in words</p> <p>To read captions</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read simple sentences and captions containing tricky words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read books matching their phonics ability</p>	<p>To read words ending in suffixes – ing -ed/t/ -ed/id/ -est</p> <p>To read longer sentences containing phase 4 words and tricky words</p>	<p>-ed/t/ -ed/id/ -est</p> <p>To read compound words</p> <p>To read words consistent with their phonics knowledge</p> <p>To read aloud sentences and books that are consistent with their phonics knowledge and ability</p>
<p>Literacy Writing</p>	<p>To copy their name</p> <p>To give meaning to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write single letters which represent meaning</p>	<p>To use the correct letter formation of taught letters (lower case letters)</p> <p>To hear and write sounds in simple words</p>	<p>To form lower case letters correctly and begin to form capital letters correctly</p> <p>To spell some words correctly and others that are phonetically plausible</p>	<p>To form lower case and some capital letters correctly</p> <p>To begin to use capital letters at the beginning of a sentence</p> <p>To write phrases and short</p>	<p>To form lower case and most capital letters correctly</p> <p>To begin to write longer words and compound words that are spelt correctly</p>

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	To begin to write CVC words using taught sounds.	To attempt to write words or captions and tell you what it 'says'.	<p>To spell some taught tricky words correctly</p> <p>To understand that sentences start with a capital letter and end with a full stop</p>	<p>To begin to leave finger spaces between words</p> <p>To write short sentences with a full stop</p>	sentences that can be read by others	<p>To write sentences that can be read by others</p> <p>To read their work back and check it makes sense</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous me	Autumn Colours	Let's Explore	Amazing Animals	Spring and New Life	Terrific Tales
Maths- NCTEM Mastering Number	<p>Subitise within 3.</p> <p>Make and describe spatial patterns with 3 dots.</p> <p>Represent quantities on their fingers.</p> <p>Join in with the counting sequence to 5.</p>	<p>Subitise linked to 3 and 4</p> <p>Develop counting skills and knowledge, including: that the last number tells us 'how many' (cardinality);</p> <p>to be accurate in counting, each thing must be counted once and once only and in any order;</p>	<p>Subitise linked to 5</p> <p>continue to develop their subitising skills for numbers within and beyond 5,</p> <p>link the number symbol (numeral) with its cardinal number value</p>	<p>focus on equal and unequal groups when comparing numbers</p> <p>understand that two equal groups can be called a 'double' and connect this to patterns on fingers</p> <p>sort odd and even numbers according to their 'shape' (link to</p>	<p>develop confidence in counting strategies, including counting on from different starting numbers.</p> <p>consider strategies for counting larger numbers of objects,</p>	<p>Have a deep understanding of the numbers to 10, including the composition of each number</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds to 5</p>

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	<p>Know that 2 is made of 1 and 'another 1'.</p> <p>Compare amounts using more than and fewer than</p>	<p>the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>compare sets of objects by matching</p> <ul style="list-style-type: none"> begin to develop the language of 'whole' when talking about objects which have parts 	<p>begin to identify missing parts for numbers within 5</p> <p>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</p>	<p>Numberblock characters)</p> <p>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <ul style="list-style-type: none"> order numbers and play track games <p>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</p>	<p>including those that cannot be moved.</p> <p>continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements</p> <p>encourage the children to consider when they can subitise and when they might need to use counting as a strategy.</p> <p>Focus on the composition of 8 and 9</p>	<p>and some number bonds to 10, including double facts</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Comparing quantities up to 10 in different contexts, recognising one quantity is greater than, less than or the same as another quantity</p> <p>Explore and represent patterns</p>
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					continue to develop a sense of the magnitude of Number	within numbers up to 10, including odds, double facts and how quantities can be distributed equally
Maths- White Rose Maths	White Rose Maths – Measure, Space and Spatial Thinking Exploring Pattern – children copy, continue and create their own simple repeating patterns. The children will be given the opportunity to explore AB patterns in a range of contexts including shapes,	White Rose Maths – Measure, Space and Spatial Thinking Circles and Triangles – Children learn that circles have once curved side and triangles have 3 straight sides. They begin to recognise these shapes on everyday items in the classroom and outside. Shapes with 4 sides – Children learn that	White Rose Maths – Measure, Space and Spatial Thinking Compare Mass The children will be encouraged to make direct comparisons holding items to estimate which feels the heaviest and then use the balance scales to check. They	White Rose Maths – Measure, Space and Spatial Thinking Length and Height – When making direct comparisons, the children will begin to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower).	White Rose Maths – Measure, Space and Spatial Thinking Compare Capacity The children will build on their understanding of full and empty. They will explore capacity using materials such as water,	White Rose Maths – Measure, Space and Spatial Thinking Spatial Reasoning (1) Match, Rotate, manipulate – The children will have regular opportunities to complete jigsaws and shape puzzles. They will

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	<p>colours, sizes, actions and sounds.</p> <p>Children will be given opportunities in their play both in and outside to compare the size of different objects using the language of big, large, small, little, tall</p>	<p>squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the classroom and outside</p> <p>Pattern (2) – The children will build on earlier AB pattern work by introducing more complex patterns.</p>	<p>will use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items.</p> <p>Time – Children will talk about night and day and order key events in their daily routines. They use language to describe when events happen e.g. day, night morning, afternoon, before, after, today, tomorrow. Children will begin to measure time in simple ways e.g. counting the number of</p>	<p>3D – Shape Children will naturally explore and manipulate 3-D shapes through their block play and modelling. They will be given opportunities to build using a variety of shapes and to construct 3-D shapes in different ways. The children will be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them as they play and sort them according to what they notice.</p>	<p>sand, rice and beads. They will make direct comparisons by pouring one container into another.</p> <p>Time – The children will continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They will begin to recognise that regular events happen on the same day each week and use</p>	<p>begin to explain why they chose a particular shape and why a different shape wouldn't fit. The children will have opportunities to match arrangement of shapes, prompting them to use positional language to describe where the shapes are in relation to one another.</p> <p>Spatial Reasoning (2) Compose and Decompose – The children will</p>
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sleeps to an important event or using timers to measure durations of events.

the vocabulary 'yesterday', 'today', and 'tomorrow' to describe when events happen. They will be able to describe significant events in their lives and talk about events they are looking forward to

understand that shapes be combined and separated to make new shapes. They will have opportunities to fit shapes together and break shapes apart and to notice the new shapes they have created.

Spatial Reasoning (3)
Visualise and Build - The children will begin to understand that places and models can be replicated and need to experience looking at

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						<p>these from different positions. Children will have opportunities to replicate simple constructions, models, real places and places in stories. They will use positional language to describe where objects are in relation to other items.</p> <p>Spatial Reasoning (4) Mapping - The children understand that we can make maps and plans to represent</p>
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places and use these to see where things are in relation to other things. A range of maps and plans will be provided for the children to look at and discuss. What can they see on the map? Where would we put the carpet area on a map of our classroom? Children will have opportunities to create their own maps to represent the models they build, familiar places in stories.

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Understanding The world	People Culture Community	<p>To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and their peers.</p> <p>Name and locate different parts of the school community.</p> <p>Look at a simple plan of school.</p> <p>Follow simple route around school.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To learn and talk about the Christmas story and how it is celebrated.</p> <p>To know that people around the world have different religions.</p>	<p>To know about Chinese New Year and compare with one of my own</p> <p>To know that people in other countries may speak different languages</p> <p>Explore different languages spoken by children in the class</p> <p>To begin to learn greetings in French</p> <p>To know some similarities and differences between life in this country and life in other countries (link to</p>	<p>To know that Christians celebrate Easter</p> <p>To know about different environmental features and how to look after them (Somebody Swallowed Stanley)</p> <p>To name features around the UK e.g. farm, beach, mountains, woodland</p> <p>To talk about similarities and differences between places using non-fiction texts and maps (link to farm trip)</p>	<p>To talk about places I have visited in the Uk and around the world</p>	<p>To talk about the different features of houses and buildings using knowledge from observation, stories, non-fiction books and plans</p>
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				Handa's Surprise) Explore maps			
	The Natural World	<p>To ask questions about the natural environment.</p> <p>To name some environmental features</p>	<p>To be able to talk about the season of Autumn and observe the changes in the natural world around them</p> <p>To know what the senses are and use these to explore the natural world around them</p> <p>To sort and classify autumn leaves</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing and melting)</p> <p>Explore changes in the seasons from Autumn to winter)</p>	<p>To know about different animal habitats</p> <p>To know that some animals are nocturnal</p> <p>To know the difference between herbivores and carnivores</p>	<p>To plant seeds</p> <p>To observe and draw the growth of seeds and talk about changes that they see</p> <p>To know how to care for growing plants and what they need</p> <p>To know about the season of Spring</p> <p>To know about the life cycles of plants and some animals</p>	<p>To know about the human life cycle.</p> <p>Look at seasonal changes in the environment as Spring turns to Summer</p> <p>To investigate different materials and what they are used for (link to the story of The Three Little Pigs)</p>

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	Past and Present	<p>To know about my own life story (simple timeline)</p> <p>I can talk about memories I have had with my family</p> <p>To know how I have changed</p> <p>I am beginning to learn the words yesterday, today and tomorrow</p>	<p>To know about figures from the past (link to Bonfire Night and Remembrance Day)</p> <p>To know about some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To name and talk about some occupations (roles) of different people who help us</p> <p>To know some similarities between Blackburn now and in the past</p> <p>To know some similarities and differences between transport now and in the past.</p>	To identify some of the differences between farming in the past and farming today including the role of the farmer		<p>To know about the chronology of human life using key texts- When I was little, Once there were giants</p> <p>To identify similarities and differences between stages of life. E.g. baby, child.</p>
Technology		To show an interest in technological toys such as IWB, ipads, toys	<p>To use the iPad to take pictures</p> <p>To draw pictures on IWB and begin to change colours</p>	To access, understand and interact with a range of technology within the Reception Unit	To use ipad to record videos	To recognise and find letters on a keyboard	<p>To learn how to log onto a computer</p> <p>To become familiar with</p>

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				To draw pictures on IWB, changing colour and pen size			the layout of a keyboard (Readiness for Year 1 lessons in the ICT suite)
RE		I am Special Harvest	Special People Christmas	Stories Jesus Hear and Told	Easter	Friendship Special Places	Prayer Special Times
Kapow units linked to Art and DT		Drawing- Marvellous Marks	Painting and Mixed Media- Paint my World (Part 1)	Winter Craft- Threaded Snowflakes Let's Get Crafty	Sculpture and 3D: Creation Station	Painting and Mixed Media- Paint my World (Part 2)	Let's Get Crafty
Expressive Arts and Design		<p>Creating with Arts and Materials</p> <p>To experiment with mark making in an exploratory way</p> <p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons</p>	<p>To name colours</p> <p>To experiment and explore mixing colours</p> <p>To explore paint through finger painting</p> <p>To create natural paintbrushes using found objects</p> <p>Critical Skills Day to design and make Christmas card</p>	<p>To use a variety of materials and techniques to make a snowflake using beads and pipe cleaners.</p> <p>To develop confidence with scissor skills when cutting a range of materials</p>	<p>To explore and understand clay through manipulation and experimentation</p> <p>To explore properties of playdough using hands and tools to manipulate in different ways</p> <p>To plan and make a 3D animal sculpture using clay</p>	<p>To create unique collages and transient art through exploration of mixed media resources</p> <p>To create landscape colleges using natural resources found (link to the season of Spring)</p>	<p>To develop confidence with scissor skills</p> <p>To learn to fold, cut and curl paper</p> <p>To refine drawing and colouring skills</p>

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	<p>Work on a range of different textures</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings</p>		<p>To build threading skills by threading materials in different ways</p> <p>To explore techniques for joining paper and card (junk model vehicles)</p>			
	<p>Being Imaginative and Expressive</p> <p>To begin to take part in pretend play</p> <p>To remember and sing some nursery rhymes</p> <p>To clap along to a beat or clap back a rhythm</p>	<p>To begin to use narrative in role play</p> <p>To sing a familiar song with adult support</p> <p>To play instruments with increasing control</p>	<p>To role play familiar stories in the role play and use narrative</p> <p>To begin to create my own narrative and stories in play with adult support</p> <p>To sing the melody of a familiar song</p> <p>To create simple rhythms</p>	<p>To use props in my role play</p> <p>To invent and adapt narratives and stories with peers</p> <p>To join in with singing familiar songs in time</p> <p>To tap out a rhythm accurately</p>	<p>To sing a range of well-known nursery rhymes and songs in unison with others</p> <p>To listen and dance to different types of music</p>	<p>To perform in front of an audience</p>

EYFS Curriculum Overview



Music

Exploring Sounds

Celebration Music

Transport

Music and
Movement

Big Band

Musical
Stories

