



## EYFS Curriculum Overview

	<b>Personal, Social and Emotional Development</b>					
	Red - Making relationships		Blue - Self confidence and self awareness		Green - Managing feelings and behaviour	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic/s</b>	All about me Traditional tales/nursery rhymes	Autumn Healthy Me Christmas Time	Frozen lands People that help us Superheroes Chinese New year	Space Pets Spring time	Dinosaurs Where we live Growing	Minibeasts Farms The Seaside Pirate Theme/looking at underwater worlds.
<b>30 - 50 months</b>	<p><i>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Traditional tales role-play and small world play. General classroom daily routine.</i></p> <p><i>Initiates play, offering cues to peers to join them. Maths turn taking games. General classroom daily routine.</i></p> <p><i>Keeps play going by responding to what others are saying or doing. Traditional tales small world play and role play. Traditional tales puppet shows.</i></p> <p><i>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. General classroom daily</i></p>	<p><i>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Beginning to introduce core values through Collective Worship time. RE work reflecting on the giving and receiving of presents. Introduction of Sticky Kids - Fabby Dabby Dee music - reflecting on ours and others feelings.</i></p> <p><i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Working in groups to build the Houses of Parliament and making firework music as a group.</i></p> <p><i>Can usually adapt behaviour to different events, social situations and changes in routine. Christmas events and play.</i></p>	<p><i>Keeps play going by responding to what others are saying or doing. Frozen lands small world play. Superhero role play and Supertato play.</i></p> <p><i>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Work on superheroes and people who help us. Caring for others and discussing how it makes people feel when we care for them.</i></p>	<p><i>Can usually adapt behaviour to different events, social situations and changes in routine. Pet show - introduction to voting. Talking about congratulating people when they win.</i></p>		



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<p><i>routine.</i></p> <p><i>Can select and use activities and resources with help. Learning classroom routines and familiarisation of the classroom and school environment.</i></p> <p><i>Welcomes and values praise for what they have done. Introduction of sunny side reward system.</i></p> <p><i>Enjoys responsibility of carrying out small tasks. Introduction of morning tasks - coat, changing books, taking the register to the office. Snack time and lunch time routines.</i></p> <p><i>Is more outgoing towards unfamiliar people and more confident in new social situations. Meeting different members of the school community.</i></p> <p><i>Confident to talk to other children when playing, and will communicate freely about own home and community. 'News' time and show and tell. 'Ourselves' work - discussion about family and friends. Making 'special people' photo frames to display in the</i></p>					
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	<p><i>classroom.</i></p> <p><i>Shows confidence in asking adults for help. Familiarisation of adults in the EYFS setting and school environment.</i></p> <p><i>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Introduction of classroom rules and school values.</i></p> <p><i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Maths turn taking games. Introduction of turn taking on the carpet and in circle time activities.</i></p> <p><i>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Maths turn taking games. Introduction of turn taking on the carpet and in circle time activities.</i></p> <p><i>Can usually adapt behaviour to different events, social situations and changes in routine. Introduction of different times of day - Teacher Directed, Child Initiated,</i></p>					
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	<p>snack, lunchtime.</p> <p><i>Keeps play going by responding to what others are saying or doing.</i></p> <p><i>Traditional tales small world play and role-play.</i></p> <p><i>Traditional tales puppet shows.</i></p>					
<b>40 -60 months</b>	<p><i>Initiates conversations, attends to and takes account of what others say.</i> Group play and activities in Teacher Directed time.</p> <p><i>Can describe self in positive terms and talk about abilities.</i> Painting self-portraits and talking about ourselves.</p> <p><i>Aware of the boundaries set, and of behavioural expectations in the setting.</i> Introduction of class and school rules. Worked on throughout the year.</p>	<p><i>Initiates conversations, attends to and takes account of what others say.</i> Introduction of children asking each other questions in 'news time' and show and tell.</p> <p><i>Explains own knowledge and understanding, and asks appropriate questions of others.</i> Asking questions in 'Show and Tell', 'News Time' and in Challenge Time.</p> <p><i>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</i> Working in teams to build a Houses of Parliament model/create firework music.</p> <p><b><i>Children play co-operatively, taking turns with others. They take account of one another's</i></b></p>	<p><i>Initiates conversations, attends to and takes account of what others say.</i> Introduction of children asking Challenge Time prompt questions in planning time.</p> <p><i>Explains own knowledge and understanding, and asks appropriate questions of others.</i> Explaining how challenges have been achieved in review time. Finding out about different job roles.</p> <p><i>Can describe self in positive terms and talk about abilities.</i> Talking about how we help people linking in with superheroes and people who help us topic.</p> <p><i>Understands that own actions affect other people, for example, becomes</i></p>	<p><i>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</i> Easter work looking at salvation and building bridges when we fall out.</p> <p><b><i>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i></b> Helping to care for pets. Looking at salvation at Easter time. Pet show - looking at voting and beginning to introduce the concept of winning.</p>	<p><i>Explains own knowledge and understanding, and asks appropriate questions of others.</i> Looking at where we live/ the church. Asking appropriate questions about ways of life.</p> <p><i>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</i> Talking about how we can look after our world and how we can have a positive impact on our local area.</p>	<p><i>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</i> Sports Day - working in teams. Reading The Rainbow Fish and holding a discussion around friendships etc.</p> <p><b><i>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</i></b> Working in teams for Sports Day. Pirate role play games. Team games in PE lessons.</p> <p><b><i>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i></b> The Rainbow Fish work on feelings and</p>



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	<p><b>ideas about how to organise their activity.</b> Working in teams to build a Houses of Parliament model/create firework music.</p> <p><b>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b> Making Christmas presents for a member of the class in RE work.</p> <p>Confident to speak to others about own needs, wants, interests and opinions. Working in teams to build a Houses of Parliament model/create firework music. Healthy Me topic - talking about how we can keep ourselves healthy and similarities and differences.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Working in teams to build the Houses of Parliament model/create firework music.</p>	<p>upset or tries to comfort another child when they realise they have upset them. Superheroes and people that help us - talking about how we can make others feel better and help those around us.</p>			<p>friendships.</p> <p>Can describe self in positive terms and talk about abilities. Taking about how we have changed in the year, what new skills we have learnt and introducing the transition into Year One.</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. Farm trip - handling animals. Built on throughout the year - Child Initiated sessions - planning and reviewing.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride. Transition to Year One.</p>
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