







Curriculum Overview EYFS year 2 of 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The story so far...</p> 	<p>Toys / bears</p> 	<p>Jungle</p> 	<p>In the garden</p> 	<p>Express yourself</p> 	<p>The seaside</p> 
<p>Key focus: Myself, my family, my community</p>	<p>Key focus: My preferences and winter traditions</p>	<p>Key focus: Jungle animals and habitats</p>	<p>Key focus: Plants and local animals</p>	<p>Key focus: Music, colours and culture</p>	<p>Key focus: UK seaside and summer holidays</p>
<p>Communication and Language</p> <p>A total communication approach used depending on individual needs of the children including symbols, Makaton, switches, objects of reference, social stories TacPac and Intensive interaction.</p> <p>In addition to this, communication and language is supported through the use of continuous provision including small world play, role play area and modelled play from adults.</p>					
<p>Key vocabulary My family- I, me, pupil name, mum, dad, sister, brother, baby, grandad, grandma, ages, history, past, now Home- house, flat, kitchen, living room, bedroom, bathroom My community- Stoke-on-Trent, city, road, school,</p>	<p>Key vocabulary Toys- bear, ball, doll, blocks, cars, puzzle, sorter, bike, scooter, share, turn. History- past, now, old, new Preferences- like, dislike, favourite Winter- cold, snow, frost, ice, Christmas,</p>	<p>Key vocabulary Animals- Tiger, lion, crocodile, rhino, giraffe, bear, monkey, gorilla, leopard, zebra, snake, frog, spider, habitat, home, print, stripes, spots Jungle- hot, rain, sun, explore, leaf, flower, tree, vine, habitat, river, den, pride, land.</p>	<p>Key vocabulary Plants- leaf, tree, branch, twig, flower, bush, fruit, vegetables, soil, grow, water, sun, rain, garden, park Minibeasts- spider, caterpillar, butterfly, centipede, beetle, ladybird, ant, worm Animals- birds, squirrel, frog, hedgehog, fox</p>	<p>Key vocabulary Colour- colour names, pattern, mix, match, sort, paint, print Musical instruments- drum, bells, tambourine, maracas, triangle, xylophone, shaker, beat, rhythm, music Dance- move, spin, body parts</p>	<p>Key vocabulary Nature- sand, sea, pebble, shell, rock pool, cliff, nest, Animals- crab, fish, lobster, starfish, jellyfish, seagull Seaside- Punch and Judy, donkey, bucket, spade, holiday, old, new, sandcastle, paddling,</p>

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park, shop, doctor, nurse, police, firefighter	present, tree, hat, scarf, gloves, boots, snowman.			Culture- family, home, different, special, foods, music, celebration. Specific vocab related to countries from the pupil's cultures.	
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Physical Development

Rebound therapy, Hydrotherapy and Physiotherapy programmes are accessed individually as required.

All pupils will have access to swimming and soft play throughout the year.

More physically able pupils will also access large and small apparatus, The adventure playground and Bike play.

It is the expectation that both Engagement and Multi-sensory classes will have opportunities within the continuous provision to develop their physical skills, this could include the sensory diet area, use of floor time and gross motor play.

Fine motor skills and taught according to the needs of the pupils- this may include grasping skills, use of tools and developing hand flexibility.

Engagement- Adventure playground	Engagement- Gymnastics	Engagement- Music and Movement	Engagement- Ball skills	Engagement- Parachute games	Engagement- Bikes and scooters
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Personal, Social and Emotional Development

Daily practice- Toileting/ personal care, handwashing, tooth brushing, face washing, feeding skills and following daily routines.

Self-regulation is taught through daily use of 'The Zones of Regulation' which teaches the pupils how to recognise their emotions. Pupils will access their own toolbox to support with co-regulation or self-regulation. This may include the use of sensory diet, break out time, quality time with an adult and the use of symbols to support their understanding of their wants and needs.

Play skills and interaction- The continuous provision and daily interaction from staff supports the play skills of our pupils. The continuous provision should incorporate both core skills and child led interests in order to maximise the pupil's engagement. It is the expectation that the pupils will access the continuous provision throughout the day and that highly trained practitioners will support them in developing peer and adult interaction alongside modelling play. Pupils will have a key worker to help them develop relationships within the class.

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<p>Engagement- Play skills Construction Role play Turn- taking</p> <p>Multisensory- My development sessions: My Care and Independence</p>	<p>Engagement- Play skills Small world Expressive play Sand and Water play</p> <p>Multisensory- My development sessions: Social interaction</p>	<p>Engagement- Play skills Construction Role play Turn- taking</p> <p>Multisensory- My development sessions: Sensory development</p>	<p>Engagement- Play skills Small world Expressive play Sand and Water play</p> <p>Multisensory- My development sessions: Body Awareness</p>	<p>Engagement- Play skills Construction Role play Turn- taking</p> <p>Multisensory- My development sessions: My environment</p>	<p>Engagement- Play skills Small world Expressive play Sand and Water play</p> <p>Multisensory- My development sessions: My Wellbeing</p>
<p>Literacy</p> <p>RWI Phonics is taught daily through the use of sensory exploration and activities or formal RWI sessions according to the needs of the pupils. Write Dance/disco dough is taught 3x per week and develops the children's gross and fine motor control through sensory mediums. Pupils will be exposed to a wide range of texts, including fiction, non-fiction, poetry nursery rhymes and songs. Below are the core texts for each half term but additional texts, songs and nursery rhymes will be incorporated daily within activities</p>					
<p>Sensory story: A Squash and a Squeeze/ In Every House on every Street.</p> <p>Story time books: Peepo! I will not ever never eat a Tomato Handa's Surprise</p> <p>Nursery rhymes and songs: Tommy Thumb Here we go round the Mulberry Bush</p>	<p>Sensory story: Goldilocks/The Everywhere Bear</p> <p>Story time books: Kipper's Toybox Whatever Next We're going on a Bear Hunt</p> <p>Nursery rhymes and songs: Teddy Bear's Picnic Humpty Dumpty I'm a Little Teapot</p>	<p>Sensory story: Rumble in the Jungle/ The Animal Boogie</p> <p>Story time books: The tiger who came to tea Giraffes can't dance Doing the animal bop</p> <p>Nursery rhymes and songs: Row Your Boat We're all going to the Zoo</p>	<p>Sensory story: The Very Hungry Caterpillar/ Rooftop Garden</p> <p>Story time books: The Bad tempered Ladybird Jasper's beanstalk Red Riding Hood</p> <p>Nursery rhymes and songs: It's raining, it's pouring Incey, Wincey Spider</p>	<p>Sensory story: Black Book of Colours/The Magical Paintbrush</p> <p>Story time books: Kitchen Disco The Colour Monster The Koala who Could</p> <p>Nursery rhymes and songs: I can sing a Rainbow Ring a Roses Wind the Bobbin up</p>	<p>Sensory story: Magical beach/ Our Beach</p> <p>Story time books: Peter's pebbles Sharing a shell The Rainbow Fish</p> <p>Nursery rhymes and songs: 1,2,3,4,5 Once a Caught a Fish Alive Rub a Dub Dub Hey Diddle Diddle</p>

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<p>Sitting in a High Chair</p> <p>In addition to these core stories, pupils will hear a range of texts from the book corner.</p>	<p>In addition to these core stories, pupils will hear a range of texts from the book corner.</p>	<p>Twinkle, Twinkle</p> <p>In addition to these core stories, pupils will hear a range of texts from the book corner.</p>	<p>Ladybird, Ladybird Fly away home</p> <p>In addition to these core stories, pupils will hear a range of texts from the book corner.</p>	<p>In addition to these core stories, pupils will hear a range of texts from the book corner.</p>	<p>In addition to these core stories, pupils will hear a range of texts from the book corner.</p>
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Mathematics

Mathematics within the EYFS works on developing core skills around number, measure and shape and classification. Pupils are exposed to a wide range of activities and continuous provision that supports the retention of core skills over time and staff expand this through their knowledge of individual pupils' abilities.

<p>Key concepts Number- Numbers within 5</p> <p>Measure- Big and Small, ages, Time</p> <p>Shape and Classification- 2D shape and colour</p>	<p>Key concepts Number- 1:1 correspondence within 5</p> <p>Measure- Capacity and length</p> <p>Shape and Classification- 3D Shapes and Pattern</p>	<p>Key concepts Number-Number and finger rhymes within 5</p> <p>Measure- Big and small and money</p> <p>Shape and Classification- 2D shape and colour</p>	<p>Key concepts Number- More and less</p> <p>Measure- Weight and time</p> <p>Shape and Classification- 3D Shapes and Pattern</p>	<p>Key concepts Number- Number Rhymes within 10.</p> <p>Measure- Positional Language and size</p> <p>Shape and Classification- 2D shape and colour</p>	<p>Key concepts Number- Numbers in the environment</p> <p>Measure- Capacity and money</p> <p>Shape and Classification- 3D Shapes and Pattern</p>
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Understanding of the world

This will be explored through the half termly topics with a focus on developing curiosity and investigation skills through play. We work on developing and understanding of ourselves and our environment, moving on an outward spiral:

ME- MY FAMILY- MY SCHOOL- MY COMMUNITY- MY COUNTRY- MY WORLD.

This lays the foundation for future learning and the topics ensure a good understanding the world around us, the people we know and interact with, the environment, and ourselves. Continuous provision and a range of enhanced provisions support understanding of this through indoor and outdoor learning including the use of role play, small world and investigative play. Technology is used throughout the curriculum in a variety of ways

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<p>Past and present Me and my family</p> <p>My school and routines</p> <p>People, Culture and Communities</p> <p>Where I live</p> <p>RE day: What makes me special?</p> <p>The natural world</p> <p>My school environment inc everyday and natural materials</p>	<p>Past and present Me and my favourite things</p> <p>People, Culture and Communities</p> <p>Winter celebrations- Diwali, Christmas</p> <p>RE Day: Christmas/ The Nativity</p> <p>The natural world</p> <p>Signs of winter</p>	<p>Past and present Exploring my school environment</p> <p>People, Culture and Communities</p> <p>Looking after animals in our environment</p> <p>RE day: Creation stories</p> <p>The natural world</p> <p>Rainforest environments and animals</p>	<p>Past and present My community</p> <p>People, Culture and Communities</p> <p>Spring festivals- Eid, Easter</p> <p>Role play- gardeners, grocers, farm shops</p> <p>RE day: Easter</p> <p>The natural world</p> <p>Garden animals and their habitats inc minibeasts</p> <p>Planting and growth</p>	<p>Past and present My multicultural community and celebrations (within my class)</p> <p>People, Culture and Communities</p> <p>Cultural traditions from around the world (based upon links to pupil cultures and current events e.g. Olympics)</p> <p>RE day: Special places</p> <p>The natural world Exploring Light, colour and sound</p>	<p>Past and present My holidays</p> <p>People, Culture and Communities</p> <p>Cultural Studies Week</p> <p>UK seaside</p> <p>RE day: Special stories</p> <p>The natural world</p> <p>Seaside animals and habitats</p>
<p>Expressive Arts and Design</p> <p>Creativity is encouraged through the use of a wide range of resources and pupils have the opportunity to access artistic, sculptural, musical and expressive play activities through the targeted support of staff. In addition, the continuous provision provides multiple opportunities for personal expression and exploration through role play, small world, instrumental areas and song play.</p>					
<p>Self Portraits through multiple expressive</p>	<p>Winter process art - Cool colours, colour</p>	<p>Animal prints using a range of tools</p>	<p>Spring collage- exploring bright and soft colours.</p>	<p>Colour exploration and mixing using paint</p>	<p>Sculpture linked to seaside and under the sea</p>

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<p>mediums including paint and sculpture</p> <p>My favourite family recipes</p> <p>My favourite songs and stories</p> <p>Music- The story so far</p>	<p>mixing, splatter paint, combining textures.</p> <p>Crafts and sculpture using natural materials</p> <p>Traditional Christmas songs from around the world.</p> <p>Music- Teddy bears picnic</p>	<p>Animal crafts- contrasting textures rough/smooth, soft/hard, etc.</p> <p>Animal themed nursery rhymes (see above)</p> <p>Music- Walking through the Jungle</p>	<p>Farm to fork recipes</p> <p>Spring themed nursery rhymes/songs</p> <p>Music- The Creepy Crawly Calypso</p>	<p>Multicultural recipes</p> <p>Body percussion to familiar rhymes.</p> <p>Movement and Dancing to songs and rhymes/ dance massage</p> <p>Music- Join the musical band</p>	<p>Collage using natural objects from a beach</p> <p>Summer themed nursery rhymes/songs</p> <p>Music- What can you see, down by the sea.</p>
<p>Enrichment activities</p> <p>Welcome Coffee Morning with parents/relatives</p> <p>Exploring the school environment- Sensory garden, adventure playground, forest schools area</p> <p>Walking in the community</p> <p>MHWB- Connect: Joint play activities with another class</p>	<p>Enrichment activities</p> <p>Christmas Activity Day with parents/relatives</p> <p>Christmas week activities inc. ECO fayre</p> <p>Christmas Performance</p> <p>Walking in the community- posting letters to Santa.</p> <p>MHWB- Give</p>	<p>Enrichment activities</p> <p>World Read Aloud book day activities with parents/relatives</p> <p>Walking in the community - local parks</p> <p>MHWB- Keep Learning</p> <p>Special days (integrated): Pancake Day/ Mardi Gras, Valentine's day, Lunar new year</p>	<p>Enrichment activities</p> <p>Mother's Day coffee morning with parents/relatives</p> <p>Easter activities</p> <p>Easter Fayre</p> <p>World Book Day</p> <p>Walking in the community- parks and local natural places</p>	<p>Enrichment activities</p> <p>Art workshop activity day with parents/relatives</p> <p>Walking in the community- shops and cafes</p> <p>MHWB- Be Active</p> <p>Special days (integrated): May day, Vesak.</p>	<p>Enrichment activities</p> <p>Father's Day coffee morning/ crafts with parents/relatives</p> <p>Cultural studies week</p> <p>Achievement Assembly</p> <p>Sports Day/activities</p> <p>Summer Fayre</p>

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<p>Special days (integrated): Harvest festival, Diwali, Halloween</p> <p>Trip ideas/enrichment: My Space/other PD trips, places of worship/ visits within school, community spaces.</p>	<p>Special days (integrated): Bonfire night, Remembrance day, Hannukah, Christmas</p> <p>Trip ideas/enrichment: Sudbury Childhood Museum, Play spaces such as soft plays, Churnet Valley or other Santa visit, bring a toy to school day.</p>	<p>Trip ideas/enrichment: Peak wildlife park, Animal man, Chester zoo,</p>	<p>MHWP- Take Notice</p> <p>Special days (integrated): Ramadan, Easter, Eid, Passover</p> <p>Trip ideas/enrichment: Trip to garden centre, Trentham gardens, Gardening day, supermarket.</p>	<p>Trip ideas/enrichment: Hanley Library, Morris dancers visit, Theatre/puppets visit in school,</p>	<p>Walking in the community- shops and cafes</p> <p>MHWP day- multiple areas</p> <p>Special days (integrated): Eid Al-Adha.</p> <p>Trip ideas/enrichment: Seaside visit, seaside day within school, Blue Planet/aquarium</p>
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