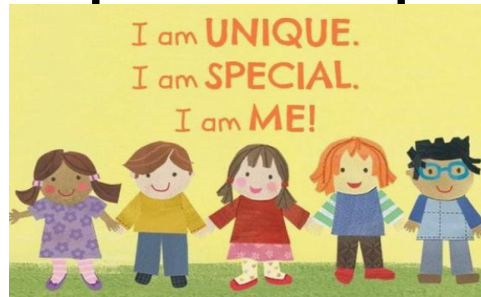




Holy Souls EYFS Curriculum Overview Cycle 2

Autumn 1

People Who Help Us



Spring 1

Minibeasts



Summer 1

Fantasy and Adventure



Autumn 2

Space



Spring 2

Dinosaurs



Summer 2

Storyland



EYFS Curriculum Map Cycle 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	People who help us	Space	Minibeasts	Dinosaurs	Fantasy & Adventure	Storyland
RE	God made our beautiful world and everything in it. God made me. God made each one of us. God loves me. God loves everyone. God made a wonderful world and what God creates is good. Look after God's world. The words and actions of the Sign of the Cross: God loves us, and we are part of a family. We enter God's family, the Church, through baptism	Care and love for self, family, others, and God's world. The Annunciation - God sent Jesus to love us all. Mary was chosen by God to give birth to his Son. Jesus was born in Bethlehem. Mary had a baby called Jesus. Shepherds were told by angels to visit him. The tradition of the crib to tell the story of Jesus' birth. Advent God sent Jesus to love us all.	The Wise Men visit Jesus Jesus' birth is celebrated at Christmas. The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus came to show God's love and welcomes everyone. We welcome and show love to everyone in our words and actions as Jesus does. Love God and love everyone That the Church prays the 'Glory Be' as a response to the coming of Jesus.	Listen to and talk about the season of Lent (and Easter). Simple signs of Lent – colour purple, seeds, growing. Caring for others in Lent. The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life. Jesus died on a cross Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Jesus rose and we celebrate Easter is a celebration that Jesus is with us still.	Retell the story of the Ascension. Talk about the Holy Spirit. And how Pentecost is celebrated. How Jesus' friends cared for each other. Talk about the events of Jesus' life. Show what Christians do at church on Sundays. Identify the items found in church. Why helping others matters. Talk about how prayer is a way of showing care for others. Retell the story of God and Jesus.	Talk about the life of St. Peter and St. Paul. Talk about the work of a parish priest. Learn about the things that people do in a parish. Recall the creation story. To understand the Jewish celebration Shabbat. To understand how and where Muslims pray. Talk about how we can help people to pray.

Literacy/Core Books	Colour Monster. Colour Monster Goes To School. Awesome Ambulances. Topsy and Tim meet The Police. Charlie The Firefighter. The Three Little Pigs Autumn – The Leaf Thief. Hello Autumn	Smeds and Smoos. What Ever Next. No Place Like Space. Look Up. Christmas Story – The Nativity and What The Ladybird Heard at Christmas.	Norman the slug with the silly shell. The Hungry Caterpillar. Superworm. Spinderella Monkey Puzzle. Three Billy Goats Gruff	Dinosaurs Love Underpants. The Worrysaurus. Tyrannosaurus Drip. The Somethingosaurus. Little red riding hood Easter -	Jack and Beanstalk Pirates Who Love Underpants. Room on a Broom The Knight That Said No. Once Upon a Mermaid Tale. Freddie and the Fairy	Gruffalo. Smartest Giant in Town. A Squash and squeeze. Zog. The Highway Rat
Read, Write Inc	Pre- School: Stories Teach Set 1 sounds: m a s d t i n p g o c k u b f e l sh h r j v w x y z th ch qu ng nk	Pre- School: Stories Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds.	Pre- School: Stories Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5).	Pre- School: Stories Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds (WT 1.4-1.6).	Pre- School: Teach Set 1 sounds: m a s d t i n p g o c k u b f e l sh h r j v w x y z th ch qu ng nk Recap Set 1 sound gaps. Teach blending of words containing consonant blends (WT 1.7).	Pre-School: Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds.

Communication & Language:

- Listens to others in one-to-one or small groups, when conversation interests them.
- Listens to familiar stories with increasing attention and recall.
- Joins in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Focuses attention – can still listen **or** do, but can change their own focus of attention.
- Is able to follow directions (if not intently focused).
- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.

Understanding:

- Understands use of objects (e.g. *Which one do we cut with?*).
- Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture.
- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.
- Beginning to understand why and how questions.
- Understands a range of complex sentence structures including negatives, plurals and tense markers.
- Beginning to understand humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Understands questions such as who; why; when; where and how.

Speaking:

- Beginning to use more complex sentences to link thoughts (e.g. using *and, because*).
- Is able to use language in recalling past experiences.
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to explain what is happening and anticipate what might happen next.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Beginning to use a range of tenses (e.g. *play, playing, will play, played*).
- Continues to make some errors in language (e.g. *"runned"*) and will absorb and use language they hear around them in their community and culture.
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Talks more extensively about things that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Maths	Baseline Red Rose Maths:	Number songs Red Rose Maths:	Number songs Red Rose Maths:	Number songs Red Rose Maths:	Number songs Red Rose Maths:	Number songs Red Rose Maths:
PSED Key worker time	SCARF – Me + my relationships Develop awareness of school routines, responsibilities and rules. Keeping safe in school. Independence	SCARF – Valuing Difference Same and different	SCARF – Keeping Safe What's safe to go in my body? Safe indoors and outdoors Listening to my feelings People who keep me safe	SCARF – Rights + Responsibility Looking after my special people Looking after my friends Being helpful at home Caring for our world	TenTen - RSE Growing and Changing	SCARF – Being my Best Bouncing back when things go wrong Yes I can! Healthy EATING My Healthy Mind Move your Body A good Night's Sleep
Understanding of the World	People and Communities: - Shows interest in the lives of people who are familiar to them. - Enjoys joining in with family customs and routines. - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life indoors and outdoors. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. - Enjoys joining in with family customs and routines - Talks about past and present events in their own life and in the lives of family members - Knows that other children do not always enjoy the same things, and is sensitive to this - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions The World: - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. - Begin to understand the effect their behaviour can have on the environment. - Looks closely at similarities, differences, patterns and change in nature. - Knows about similarities and differences in relation to places, objects, materials and living things. - Talks about the features of their own immediate environment and how environments might vary from one another. - Makes observations of animals and plants and explains why some things occur, and talks about changes.					

	Throughout the year, EYFS will explore the relevant seasons throughout the year learning about changes in weather patterns and environment through 'Understanding the World'.
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Creating with Materials:

- Explores and learns how sounds and movements can be changed.
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.
- Enjoys joining in with moving, dancing and ring games.
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.
- Taps out simple repeated rhythms.
- Develops an understanding of how to create and use sounds intentionally.
- Continues to explore colour and how colours can be changed.
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.
- Uses tools for a purpose.
- Begins to build a collection of songs and dances.
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

Being Imaginative and Expressive:

- Uses movement and sounds to express experiences, expertise, ideas and feelings.
- Experiments and creates movement in response to music, stories and ideas.
- Sings to self and makes up simple songs.
- Creates sounds, movements, drawings to accompany stories.
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.
- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play.
- Plays alongside other children who are engaged in the same theme.
- Creates representations of both imaginary and real-life ideas, events, people and objects.
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.
- Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.*
- Introduces a storyline or narrative into their play.
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
- Creates representations of both imaginary and real-life ideas, events, people and objects.
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.

	Sparkyard – My Musical Classroom To sing add actions and movements to a song. Share responses to music	Sparkyard – My Musical Classroom Take turns in call and response chants Investigate the timbre of instruments and sound makers Christmas/Nativity songs.	Sparkyard – Musical Patterns and Performing Match movement to music Recognise the structure of a song Follow simple notation	Sparkyard – Musical Patterns and Performing Create simple sound effect to accompany a song Perform a song and dance to an audience	Sparkyard – Sound Stories To sing simple songs, spotting simple features. Experiment with sound voice , recognising pitch patterns and compose a sound sequence.	Sparkyard – Sound Stories To create music inspired by the natural world Organise musical ideas into structure Comparing sounds made my instruments
	In EYFS, the children will learn about healthy eating throughout the year, being encouraged to try a variety of fresh fruit and foods, taking part in a range of food-based activities.					
Physical Development	Fundamental movement skills – run, traveling, balance, spacial awareness. Understand their own needs - hunger/toilet/personal hygiene. Dress with support.	Fundamental movement skills – run, traveling, balance, spacial awareness. Make anticlockwise movement.	stand on one foot, Catch a ball. Experiment moving in different ways on equipment and jump landing safely. Manage own risk assessment. Help to put away equipment correctly	Fundamental movement skills – run, traveling, balance, spacial awareness, Demonstrate increasing control over objects. Move confidently. Use safety measures without direct supervision.	Demonstrate good control and co-ordination in large and small movement.	Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes
	Throughout the year EYFS will focus on Clever fingers – fine motor/hand strengthening activities, know how to use equipment safely. Learn how to use scissors and other tools safely, develop selfcare.					
WOW Days	Autumn Walk Visit from the Police and Firefighter. Paramedic	Visit from Father Christmas. Special Times: Remembrance day Bonfire Night Diwali	Winter Walk Special Times – Mother days Chinese new year Mini beast hunt.	Spring Walk Easter Dinosaur dress up	Summer Walk Special Times – Father days	Trip to Julia Donaldson Land Blackpool Art exhibition