

## Curriculum Overview

### EYFS



Year A 2021-2022

Areas of learning	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	My Home	Designers	Shiver me Timbers	Healthy Bodies Healthy Minds	Victorians - People in the Past	Senses
<b>The Natural World</b>	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Draw information from a single map. Recognise some environments that are different to the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them.
<b>Past and Present</b>		Comment on images of familiar situations in the past.		Talk about the lives of the people around them and their roles in society.	Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;	
<b>People, culture and communities</b>	Talk about members of their immediate family and community.	Describe their immediate environment using knowledge from	Know some similarities and differences between different religious and	Recognise some similarities and differences between life in this	Understand that some places are special to	

	Name and describe people who are familiar to them.	observation, discussion, stories, non-fiction texts and maps	cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.	members of their community.	
<b>RE</b>	Special Me	Special People	Special stories	Special Times	Special Places	Special World
<b>Creating with Materials</b>	Create collaboratively sharing ideas, resources and skills. 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; Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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; Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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; Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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; Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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; Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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; Return to and build on their previous learning, refining ideas and developing their ability to represent them.
<b>Being imaginative and expressive</b>	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

<b>Role Play Area</b>	Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.
<b>PSHCE</b>	Being me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Dance (WriteDance) Games	Dance (WriteDance) Games	Gymnastics Games	Gymnastics Games	Athletics Games	Athletics Games
<b>Enrichment</b>	Technology Walk around Glossop (Link to Computing) Where can we see examples of technology in use in Glossop?	Trip to Glossop to see memorial in Norfolk Square, Railway Station and Other significant buildings. Howard Park	Broadbottom Heritage Centre and Nature Walk to see the remains of the old cotton mill and water wheel.	Trip to Shops to purchase ingredients for a recipe. Garden centre	Portland Basin Museum Victorian Street Wash Day School room	Local Allotment visit

## Curriculum Overview

### EYFS

Year B 2022-2023



Areas of learning	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	The Bare Necessities	Superheroes	The Great Fire of London	Water of life	Food Glorious Food	All creatures great and small
<b>The Natural World</b>	Recognise some environments that are different to the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Draw information from a single map. Understand the effect of changing seasons on the natural world around them.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand the effect of changing seasons on the natural world around them.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them.
<b>Past and Present</b>		Talk about the lives of the people around them and their roles in society. Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;			
<b>People, culture and communities</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.		Recognise some similarities and differences between life in this country and life in other countries.		Know some similarities and differences between different religious and cultural communities in this country, drawing on



	playing characters in narratives and stories.	playing characters in narratives and stories.	playing characters in narratives and stories.	playing characters in narratives and stories.	playing characters in narratives and stories.	playing characters in narratives and stories.
<b>PSHCE</b>	Being me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Dance (WriteDance) Games	Dance (WriteDance) Games	Gymnastics Games	Gymnastics Games	Athletics Games	Athletics Games
<b>Enrichment</b>	Animal handling visiting group	Theatre trip (pantomime)	Visit Glossop Fire Station/ visiting officer	Manor Park Trip Map work locating Glossop Brook on a map. Collect data for Computing pictograms	Visit a local food eatery.	Farm Visit

Green text indicates planned topic homework