



## EYFS – Curriculum Overview

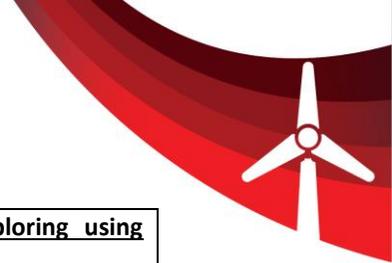
### Millhouse Primary School

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	<b>EYFS</b>	<b>Autumn 1 All About Me</b>	<b>Autumn 2 Celebrations</b>	<b>Spring 1 Fantasy</b>	<b>Spring 2 Traditional tales</b>	<b>Summer 1 The Great Outdoors</b>	<b>Summer 2 Plants and Mini -beasts</b>
Key texts and themes for EYFS F2 (Can be used for all areas of learning)		<b>It's Good to be Me</b> Pete the Cat: Rocking in my school shoes Supertato	<b>Celebrations</b> Sparks in the Sky Rama and Sita Stick Man Nativity Story Jolly Christmas Postman	<b>Fantasy</b> Little Cloud (Eric Carle) Whatever Next Alien Tea on Planet Zoom Zee The Pirate Cruncher	<b>Traditional Stories</b> Jack and the Beanstalk The Enormous Turnip The Wizard of Oz	<b>Great Outdoor Adventure</b> How to grow a dinosaur The Places you will go	<b>Plants and Minibeasts</b> The Tiny Seed Spinderella The Secret Garden



	EFYS	Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Fantasy	Spring 2 Traditional tales	Summer 1 The Great Outdoors	Summer 2 Plants and Mini -beasts
<p>Science</p> <p>You may see science through...</p>	<p>-Understanding the world EFYS: the world</p> <p>Physical Development: Health and Self care</p> <p>Expressive Arts and Design: Exploring and Using Media and Materials</p>	<p>All about me: <b>How am I special?</b> Where I live Comparing myself to when I was a baby and now (growth)</p> <p>Learning about the physical development of our bodies from when we were babies to now: <b>What Can I do by myself now?</b> (Hold a pencil, use scissors, drawing etc)</p> <p>Exploring the different textures of media – natural / found objects and other craft media.</p>	<p>Changes in the world around us <b>Looking.</b> Exploring the world around us and comparing environments: home, school and local area.</p> <p>Observing the effects of physical activity on our bodies: Looking at how our breathing changes and feeling our heartbeat.</p>	<p><b>How can we help the world when we recycle?</b> How litter affects living things around us.</p> <p>Comparing Winter / Autumn – <b>what changes can we see?</b> (investigating frost / ice and water)</p> <p>Outdoor games / Team games in PE - <b>Why is exercise important?</b></p>	<p><b>Why do we get so many new flowers in spring?</b></p> <p>Comparing Spring to Autumn / Winter (patterns and change)</p> <p>New life: investigating new animals coming out of hibernation in different environments. The lifecycle of a chick.</p> <p>Fruit and Vegetables - Tasting different foods. Creating a menu of variety.</p>	<p>Plants: <b>How can I make a plant grow?</b> -the needs of a plant for healthy growth. -planting seeds and growing plants -Experimenting with removing the needs of a plant.</p> <p>Minibeasts/insects: <b>Why are insects helpful for our garden?</b></p> <p>Monitoring the effects of exercise on our bodies.</p>	<p>Sunflower competition.</p> <p>Comparing Summer to the other seasons – temperature, weather, growth.</p> <p>Looking after animals / pets in the hot weather.</p> <p><b>How do we adapt our behaviour and clothing to suit the different seasons?</b></p>



<p>Science EYFS F2</p>	<p><b><u>Understanding the World: The World</u></b> 30-50mths</p> <ul style="list-style-type: none"><li>• Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li><li>• Talk about some of the things they have observed, such as plants, animals, natural and found objects.</li><li>• Talk about why things happen and how things work.</li><li>• Develop an understanding of growth, decay and changes over time.</li><li>• Show care and concern for living things and the environment.</li></ul> <p>40-60mths Look closely at similarities, differences, patterns and change.</p> <p>ELG</p> <ul style="list-style-type: none"><li>• <b>Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</b></li></ul>	<p><b><u>Physical Development: Health and Self Care</u></b> 30-50mths</p> <p>Observe the effects of physical activity on their bodies.</p> <p>40-60mths</p> <p>Eat a healthy range of foodstuffs and understand a need for variety in food.</p> <ul style="list-style-type: none"><li>• Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to Good health.</li></ul> <p><b>ELG</b></p> <p><b>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</b></p>	<p><b><u>Expressive Arts and Design: Exploring using media and materials</u></b> 30-50mths</p> <ul style="list-style-type: none"><li>• Begin to be interested in and describe the texture of things.</li></ul>
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History  You may see history through...	-Understanding the world EYFS: people and communities, the world	Ourselves and our families – Special experiences that we have had. And family celebrations / traditions.	Ourselves and our families – Special experiences And family celebrations / traditions.  People who help us and our heroes – different occupations and ways of life	Looking back at the changes in the environment around us (seasonal / old photos)  past and present events in their own lives and in the lives of family members.	Changes over time – life cycles: Plants and chicks.	Changes over time – life cycles: Plants and chicks.
History EYFS	<p><b>Understanding the World: People and the communities</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Show interest in the lives of people who are familiar to them.</li> <li>• Remember and talk about significant events in their own experiences.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Show interest in different occupations and ways of life.</li> <li>• Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>ELG</b> Talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>			<p><b>Understanding the World: The World</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• Talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how things work.</li> <li>• Develop an understanding of growth, decay and changes over time.</li> </ul> <p>40-60mths</p> <ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG</b> Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.</p>		



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Geography  You may see Geography Through...	-Understanding the world  EYFS: the world, people and communities	Our local setting: Home and school	Comparing the environment of our school and other areas – Abbey Park  Discussing the natural materials found around our local area.	Looking at changes over time in our local area – Similarities and differences.  How can litter affect our local wildlife and nature around us?	Looking at the areas in which we live and visit: Comparing the natural / found objects.  Why do we have roads? Are there any changes in the local environment around you? Why?		
EYFS	<b>Understanding the World: People and Communities</b> <b>ELG</b> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>				<b>Understanding the World: The World</b> <b>30-50mths</b> Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. <ul style="list-style-type: none"> <li>• Talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how things work.</li> <li>• Develop an understanding of growth, decay and changes over time.</li> <li>• Show care and concern for living things and the Environment.</li> </ul> <b>40-60mths</b> <ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns and change.</li> </ul> <b>ELG</b> <b>Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</b>		



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<p><b>RE/PSHE</b></p> <p>You may see this through...</p>	<p>PSED: Making Relationships</p> <p>PSED: Self Confidence and Self awareness</p> <p>PSED: Managing feelings and behaviour</p> <p>Physical Development: Health and Self Care</p> <p>UTW: People and Communities.</p>	<p>Becoming an independent learner when selecting resources.</p> <p>Transition to school – settling into school</p> <p>-following school routine</p> <p>-Developing classroom rules.</p> <p>-Character muscles: Independence / Imagination</p> <p>Learning how to play in groups and share resources.</p> <p>Becoming independent with toileting and personal hygiene.</p> <p>Taking Care of our own belongings – coats, getting changed for PE.</p>	<p>Hand Hygiene – Germs!</p> <p>Celebrations and Traditions from different cultures.</p> <p>Different families / occupations and ways of life.</p> <p>Reviewing classroom rules and character muscles</p>	<p>Our daily routine – Sleeping, hygiene, diet.</p> <p>Managing and taking risks.</p> <p>Food – why do we need to eat a range of different foods to be healthy?</p>			



<p><b>EYFS PSHE/RE</b></p>	<p><b>PSED: Self confidence and self awareness</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Select and use activities and resources with help.</li> <li>• Welcome and value praise for what they have done.</li> <li>• Enjoy the responsibility of carrying out small tasks.</li> <li>• Be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Be confident talking to other children when playing and communicate freely about own home and community.</li> <li>• Show confidence in asking adults for help.</li> </ul> <p>40-60mths</p> <ul style="list-style-type: none"> <li>• Be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Describe self in positive terms and talk about abilities.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• <b>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a</b></li> </ul>	<p><b>PSED: Making Relationships</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiate play, offering cues to peers to join them.</li> <li>• Keep play going by responding to what others are saying or doing.</li> <li>• Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>40-60mths</p> <ul style="list-style-type: none"> <li>• Understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Be aware of the boundaries set and of behavioural expectations in the setting.</li> <li>• Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>ELG</b></p>	<p><b>PSED: Managing feelings and behaviour</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>• Begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</li> <li>• Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</li> <li>• Adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p>40-60mths</p> <ul style="list-style-type: none"> <li>• Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>• Take steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know</b></li> </ul>	<p><b>UTW: People and Communities</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Show interest in the lives of people who are familiar to them.</li> <li>• Remember and talk about significant events in their own experiences.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Show interest in different occupations and ways of life.</li> <li>• Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family</li> </ul>	<p><b>PD: Health and Self care</b> 30-50mths</p> <ul style="list-style-type: none"> <li>• Tell adults when hungry or tired, or when they want to rest or play.</li> <li>• Gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Usually manage washing and drying hands.</li> <li>• Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul> <p>40-60mths</p> <ul style="list-style-type: none"> <li>• Eat a healthy range of foodstuffs and understand a need for variety in food.</li> <li>• Usually be dry and clean during the day.</li> <li>• Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</li> </ul>
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	<p>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.</p>	<ul style="list-style-type: none"><li>• Play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li></ul>	<p>that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>		<ul style="list-style-type: none"><li>• Practice some appropriate safety measures without direct supervision.</li></ul> <p><b>ELG</b></p> <ul style="list-style-type: none"><li>• Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li></ul>
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