

EYFS Curriculum Overview including RE Topics and Topics TBC with children's interests 2020/21

Autumn	Spring	Summer
Myself	Winter	Good news
Noah's ark	Artic animals	Healthy living
Animals	Celebrations	Vets and Pets
Autumn	Machines	Favourite stories/traditional tales
Hedgehogs	Space	Kings and Queens
Welcome	Gathering	Topic of choice - children/student
Bonfire night	Book week - story tbc	Friends
Shapes	Dinosaurs	Mini Beasts -Our World
Stickman	Easter/Spring/growing	
Advent/birthdays		
Christmas		

Advent Term

TOPIC	DEVOPLMENT MATTERS OBJECTIVES	KEY FACTS VOCABULARY
Myself	<p>30-50 People and Communities/ Nursery Curriculum Shows interest in different occupations and ways of life. 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</p> <p>40-60/Reception Curriculum Enjoys joining in with family customs and routines.</p> <p>ELG</p>	<p>My body - parts and senses More difficult parts of the body - elbow, wrist, ankle, eyebrow... and internal - heart, lungs, bones, muscles, brain</p> <p>My home and family - where do you live and who do you live with</p> <p>Explaining who is who -eg grandma is mums</p>

	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>mum or dads mum, auntie is mums sister or dads sister etc Learn address and birthday Likes and dislikes - sharing with each other and discovering similarities and differences All different All equal - anti bullying</p>
Animals	<p>30-50 The World/ Nursery Curriculum Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 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.</p> <p>40-60/ Reception Curriculum Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal Children 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Favourite animals - names and body parts eg paw, claw, tusks, hooves, beak, talons, etc Patterns and textures/ fur, skin, wool, feathers etc Animal environments - forest, desert, jungle, ocean, mountains etc How to look after our environment for animals - reduce, reuse, recycle</p>
Autumn/ Hedgehogs/ Bonfire night	<p>30-50 The World/ Nursery Curriculum Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 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.</p> <p>40-60/Reception Curriculum</p>	<p>Changes in the environment - trees, plants, weather, day length Watching change over time - leaves Evergreens Animal behaviour in autumn - hibernation, migration How to look after pets and ourselves on Bonfire night</p>

	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal</p> <p>Children 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
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Lent Term

TOPIC	DEVOPLMENT MATTERS OBJECTIVES	KEY FACTS VOCABULARY
Winter Artic animals	<p>Understanding the World -</p> <p>30-50 The World/ Nursery Curriculum</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>40-60/ Reception Curriculum</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal</p> <p>Children 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>30-50 People and Communities/ Nursery curriculum</p> <p>Shows interest in different occupations and ways of life. 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</p>	<p>Weather - effects of winter weather on birds and animals, clothing in winter, winter activies.</p> <p>Vocabulary to include - cold, ice, snow, fog, freeze, melt, skiing, sledge, materials, warm, woolly, waterproof</p> <p>Cold environments - Animals and people from cold climates.</p> <p>Vocabulary - polar bear, penguin, iceberg, intuit, igloo,</p>

	<p>40-60/ Reception Curriculum Enjoys joining in with family customs and routines.</p> <p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
Machines	<p>Understanding the World - Technology</p> <p>30-50/ Nursery Curriculum Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p> <p>40-60/ Reception Curriculum Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Machines - Identifying different machines and what they can do - machines in and out of the home Machines - old and new - looking at old machines and how they have changed over time - phone, typewriter, camera</p> <p>Vocabulary - electricity, screen, push, pull, mouse, metal, plastic, glass, cog, screws</p>
Space	<p>Understanding of the World - The World As Above The World 30-50, 40-60 and ELG/ Nursery and Reception Curriculum</p>	Space exploration Planets and stars Earth and Sun - Day and Night Vocabulary - Some planet names, Pluto, Venus etc. space, rockets, astronauts, satellite, world, spaceship, international space station, shuttle, gravity, earth , sun, stars, and moon,
Dinosaurs	<p>Understanding the World - The World As Above The World 30-50, 40-60 and ELG/ Nursery and Reception</p>	When dinosaurs lived, and why they are extinct. Dinosaur names and features

	Curriculum	Vocabulary - names, carnivore, herbivore, omnivore, body parts, volcanoes,
Spring/Growing	Understanding the World - The World As Above The World 30-50, 40-60 and ELG/ Nursery and Reception Curriculum	Seeds and bulbs grow into plants Life cycles of animals - chickens, caterpillars, frogs and Baby animals Vocabulary - young animals names, bulb, seed, plant parts eg roots, bud, stem, leaves, blossom, life cycle, frogspawn, tadpole

Pentecost Term

TOPIC	DEVOPLMENT MATTERS OBJECTIVES	KEY FACTS VOCABULARY
Healthy Living	<p>Physical Development: Health and self-care</p> <p>30-50/ Nursery Curriculum</p> <p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses 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.</p> <p>40-60/ Reception Curriculum</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Healthy Eating- Types of food and making healthy choices. Exercise and Health Care - Looking at effect on our bodies and minds.</p> <p>Vocabulary to include - healthy, fruit vegetables, meat, diet, fish</p> <p>Healthy living - Different types of exercise and keeping our bodies fit and our minds healthy. Looking at hygiene and self-care.</p> <p>Vocabulary to include- exercise, heart, fitness, mind, happiness, relaxation, hygiene, sleep,</p>

	<p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Early Learning Goal</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
Vets and Pets	<p>Understanding the World - The World and People and Communities</p> <p>30-50 The World/ Nursery Curriculum</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>40-60 - The World/ Reception Curriculum</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal</p> <p>Children 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Different types of pets and how to care for them.</p> <p>Vocabulary to include - names of pets...dog, cat etc, responsibility, healthy, exercise.</p> <p>The job of a vet and taking a pet to the vet.</p> <p>Vocabulary - vet, surgery, xray, medicine</p>
A Traditional Tale ie. The Gingerbread Man	<p>Expressive Arts and Design: Being imaginative</p> <p>40-60/Nursery Curriculum</p> <p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to</p>	See Literacy Curriculum.

	<p>feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Early Learning Goal</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	
Kings and Queens	<p>Understanding the World - People and Communities</p> <p>30-50/ Nursery Curriculum</p> <p>Shows interest in different occupations and ways of life. 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</p> <p>40-60/ Reception Curriculum</p> <p>Enjoys joining in with family customs and routines.</p> <p>ELG</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Expressive Arts and Design: Being imaginative</p> <p>40-60/ Reception Curriculum</p> <p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>The royal family and looking at the job of being the queen!</p> <p>Looking at stories about kings and queens, princes and princesses.</p> <p>Kings and Queens in the past.</p> <p>Vocabulary - king, queen, prince, princess, throne, crown, rules, castles, moat, tower, knights, dragons.</p>

	<p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Early Learning Goal</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	
Mini Beasts - Our World	<p>Understanding the World - The World and People and Communities</p> <p>30-50 The World/ Nursery Curriculum</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>40-60 - The World/ Reception Curriculum</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal</p> <p>Children 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Exploring mini beasts and naming them.</p> <p>Looking at habitats and discovering mini for themselves.</p> <p>Vocabulary to include- mini beast, insect, habitat, antenna, body parts,</p> <p>Looking at where we are in the world and looking at how to look after our world.</p> <p>Recycling and conserving, taking care of nature.</p> <p>Vocabulary to include- world, country, environment, water, hot, nature, recycling, conservation.</p>

