

Clockhouse Primary School
EYFS Foundation Stage 1 Curriculum Overview

TERM	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
THEME	<i>All about me</i>	<i>Celebrations</i>	<i>On the farm</i>	<i>Fairy stories</i>	<i>How do humans and animals grow?</i>	<i>Transport</i>
QUESTION / SCENARIO	<i>Who helps us?</i>	<i>How do we celebrate special times?</i>	<i>What happens on a farm?</i>	<i>Who are the characters in our stories?</i>	<i>How do animals change as they grow?</i>	<i>How can I get where I need to go?</i>
Life Skills	Sit and listen to a story		Wash hands properly		Hold a pencil correctly	
Personal, Social and Emotional Development	<p>All About Me Display</p> <p>Favourite things book shared from home (toys, colours, books, songs, food)</p> <p>Exploring likes and dislikes</p> <p>Painting ourselves/ what colours do we need?</p> <p>Getting to know rules and routines and the Nursery environment</p> <p>Sharing toys and being kind to others</p> <p>Select and use resources when needed</p> <p>Show more confidence in social situations</p> <p>Understanding the 3RS</p>	<p>Understanding how to keep safe during firework night/ why do we celebrate with colours</p> <p>Sharing our favourite colours</p> <p>Introduce the achievement tree</p> <p>Introduce our learning books</p> <p>Understanding that we are all different</p> <p>Including others in our play</p> <p>Knowing who to ask for help when it is needed.</p> <p>Find solutions to conflict</p> <p>Talk about their feelings</p> <p>Follow rules and understand why they are important</p>	<p>How we should care for our environment?</p> <p>How are animals cared for on the farm??</p> <p>How is pollution/ dropping litter effecting animal?</p> <p>Develop responsibility as a member of our community.</p> <p>Develp appropriate ways to be assertive.</p> <p>Why it is important to have responsibilities in our Nursery.</p>	<p>Who are the charaters in ur stories?</p> <p>What are they doing in the books?</p> <p>Be increasingly independent in meeting our own needs</p> <p>Thinking about what living things need to grow.</p> <p>What makes a good friend?</p> <p>Why we should listen to our parents.</p> <p>How do we show our feelings?</p>	<p>What makes us grow/ keeping healthy.</p> <p>How do we grow?</p> <p>Learning to respect all living things</p> <p>Working as part of a team</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Sharing our experiences transport that we have travelled on</p> <p>Where does transport take us/ sharing expereinces</p> <p>How to be a good friend</p> <p>Transition into Reception</p>
Physical Development	<p>Painting people</p> <p>Draw a man sheets</p> <p>Mark making</p> <p>Using play dough</p> <p>Exploring out door physical apparatus</p> <p>Operating bikes/ cars/ scooters</p> <p>Gain independence when putting on shoes and coats</p> <p>Develop movement, balance and ball skills.</p> <p>Go up steps or stairs using alternate feet</p> <p>Show preference for a dominant hand</p>	<p>Practising cutting skills</p> <p>Create Rangoli patterns using pencils and pens, rice art</p> <p>Use large muscle movement to wave a flag or streamers</p> <p>Creating Xmas cards and decorations</p> <p>Kicking a ball</p> <p>Keeping ourselves safe around fireworks</p> <p>Food tasting Indian food</p> <p>Best of British food tasting</p> <p>Discussing likes and dislikes.</p> <p>Use one handed tools and equipment</p>	<p>Exploring how to move in a range of ways like animals in their habitats</p> <p>Chinese mark making</p> <p>To develop balancing skills</p> <p>Using a tripod grip when mark making</p> <p>Exploring different food and diets/ Chinese food tasting</p> <p>Able to speak about how activity makes us feel</p> <p>Healthy foods and where they grow</p> <p>Show independence when dressing</p>	<p>Throwing and catching</p> <p>Playing team games</p> <p>Practising name writing in Easter cards</p> <p>Holding our pencil correctly</p> <p>Wat do animals need to make them grow and keep them healthy</p>	<p>Growing movements</p> <p>Participating in team games</p> <p>Throwing, catching and kicking a ball</p> <p>Practising name writing skills</p> <p>Holding a pencil correctly</p> <p>Tasting unusual fruits and vegetables</p> <p>Managing personal hygiene independently</p> <p>Becoming increasingly independent with their personal hygiene</p>	<p>Preparation for sports day races</p> <p>Practising cutting and pencil control skills</p> <p>Moving like different types of transport.</p> <p>Making transport using large equipment.</p> <p>How to keep safe in the sun</p> <p>The importance of drinking lots of water</p> <p>Dressing independently</p> <p>Safety in a car/ wearing a seatbelt</p>
Communication and Language	<p>Favourite things book shared from home (toys, colours, books, songs, food)</p> <p>Sharing our likes and dislikes during circle times</p>	<p>Listen and speak about the story of Rama and Sita</p> <p>festival of light during Diwali</p> <p>Join in with songs and actions at the xmas concert</p>	<p>Listen to the story of Niam and the chinese race and learn about how it is celebrated – listen to longer stories</p> <p>Speaking about our farm experiences</p>	<p>Speak about the Easter story and why some people did not like Jesus</p> <p>Speaking about our likes and dislikes of stories</p> <p>Speaking about characters in books</p>	<p>Speaking about food that keep us healthy</p> <p>Speaking about our liks and displikes of food</p> <p>Sharing our daily routines</p> <p>Using role play areas to act out their own experiences</p>	<p>Use the vehicle role play to learn about vehicles/ transport</p> <p>Discuss experiences of travelling to different locations and what transport was used to arrive there</p>

	<p>Recognising and responding to familiar sounds Talking about people who help us in our community/ how they help us Uses action words to describe Pay attention to more than one thing at a time Use longer sentences of 4-6 words</p>	<p>Speak about birthday celebrations and the colours used Share the colours of Christmas – what colour are our trees? Able to answer who, what and where questions. Sing a large repertoire of songs</p>	<p>Observing how animals are different/ where they live is different. Speaking about where animals on the farm live and what they eat Able to use prepositional language</p>	<p>Asking questions about the stories they hear.</p>	<p>Being able to express their point of view Speaking about their experience of growing bigger/seeing pets grow Sharing their observations of how they change as they grow Understand why questions</p>	<p>Read and share the moral of stories Sharing locations that we have visited Recalls the story and joins in with repeated parts of the story.</p>
	<p><u>Key texts</u> The three little pigs</p> <p>The smeds and the smoos – Julia Donaldson</p> <p>Monkey puzzle – Julia Donaldson</p>	<p><u>Key texts</u> Goldilocks</p> <p>Sammy books</p> <p>The Christmas Story</p>	<p><u>Key texts</u> The little red hen</p> <p>A Squash and a squeeze – Julia Donaldson</p> <p>Dear zoo</p>	<p><u>Key texts</u> The Billy goats gruff</p> <p>Little red riding hood</p> <p>Chicken Licken</p>	<p><u>Key texts</u> Jack and the bean stalk</p> <p>Titch –</p> <p>The Growing Story by Ruth Krauss and Helen Oxenbury</p>	<p><u>Key texts</u> The gingerbread man</p> <p>The naughty bus</p> <p>Duck in the truck</p>
	<p><u>Possible writing opportunities</u> Sharing and learning new songs and Nursery Rhymes Joining in with familiar Nursery Rhymes Introducing traditional Fairy Stories Using a range of materials to mark make How to handle and care for our books Looking at non-fiction books of people who help us Making ID badges</p>	<p><u>Possible writing opportunities</u> Mark make in rice and other messy play activities Different colour playdough – what happens when it is mixed? Making Xmas lists Xmas cards Learn the story of Xmas Learn new songs for xmas concert Practising rhyme</p>	<p><u>Possible writing opportunities</u> Chinese symbol mark making Using emergent writing to write about farm animals and where they live Tracing animals Use non - fiction books to learn facts about farm animals Describe story settings and characters</p>	<p><u>Possible writing opportunities</u> Easter story Invitations to parents Explore non-fiction books about how animals grow Exploring familiar stories Following a set of instructions to make Easter nests/ biscuits Predict and recount the Easter story</p>	<p><u>Possible writing opportunities</u> Making a meal Using collage materials to make a dinner plate Junk model food Pencil grip practise Letter formation Playdough food</p>	<p><u>Possible writing opportunities</u> Make props for roleplays Create a transport book Vehicle small books Write a letter Recognising signs in the environments Making road signs that transport follows Practise rhyming skills/ alliteration</p>
Mathematics	<p>Counting through number rhymes Speaking about age and the number of people in families Begin to compare quantities Recognising some familiar numbers Understands concepts such as big and little Recite numbers past 5</p>	<p>Counting and number rhyme Counting to 10 Recognising numbers to 5 Making simple repeated patterns Making cards using shapes/ recognising shapes Discussing the properties of shapes Give one more/ two more objets Compare quantites using the language of more than/ fewer then Select dhapes appropriatly</p>	<p>Counting and learning number rhyme Counting to 10 and beyond Recognising numbers to 5 and beyond Looking at patterns on animals Identifying shapes in the environment. Compares quantities using more and less Matching numbers to represent a group Makes arrangements with shapes Develop fast recognition of numbers to 3</p>	<p>Counting and learning number rhymes Counting to 10 and beyond Recognising numbers to 10 Using shapes to create Using prepositional language Comparing animals sizes – big and little Compares quantities using more/ less/ the same Sort objects by size and shape Use the language of size Explore 2D and 3D shape</p>	<p>Counting to 10 and beyond Recognising numbers to 10 and beyond Basic addition and subtraction word problems Number writing and representing number Separates objects knowing the total is the same Use the language of time/ anticipate events Make comparisons relating to time, weight, size and length Explore 2D and 3D shape</p>	<p>Recite numbers in order to 10 and beyond Begin to form some numbers Knowing one more/less Count groups of objects to 10 and beyond accurately Match numerals to their quantity Recognise numbers to 10 and beyond Use shapes for appropriate tasks Aware of shapes in the environment Use positional language</p>

						<p>Able to count objects, actions and things that can not be moved</p> <p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
Understanding the World	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Why is a hospital bigger than a house? Structural difference between a flat and a house.</p> <p>Important buildings in our area.</p> <p>Speaking about our families and the jobs that people do</p> <p>Speaking about how we are all different</p> <p>How we travel to school</p> <p>Exploring uniforms/ why we wear them</p> <p>Shows interest in different occupations and ways of life.</p> <p>Where we live. What is in our community (school and Collier Row) Features and buildings people work in.</p> <p>Learning where objects belong</p> <p>Exploring how to play with small world models</p> <p>Shows interest in different occupations and ways of life.</p> <p>Everyday super heroes – police men/women/fire fighters.</p> <p>Begin to make sense of their own life story and their family history</p>	<p>Recognises and describes special times or events for family or friends.</p> <p>Fireworks. Children need to know that we celebrate firework night.</p> <p>Birthday parties</p> <p>Christmas stories and celebrations</p> <p>Lights in our community and how they are used</p> <p>Guy Fawkes</p> <p>Diwali</p> <p>Guyfawkes – how do we celebrate?</p> <p>Diwali – Food tasting</p> <p>Why do we wear poppies/ why are they red and green?</p> <p>Explore how things work</p> <p>Explore collections of materials</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>What animals can be found in different habitats?</p> <p>Why does a fish live in the sea and not the jungle?</p> <p>Learning about the names of farm animals and their young/ names of their habitats</p> <p>Comparing the type of homes that animals build for them selves, i.e. nests, dens.</p> <p>To ask questions about their favourite animals/ where they live</p> <p>Speak about why some animals are in danger and how they can be looked after</p> <p>Exploring animals patterns and colour</p> <p>Researching farm animals on the computer</p> <p>Plant seeds and care for growing plants</p> <p>Understand the need to respect the environment and all living things</p>	<p>Are aware of foods that are healthy and how to keep our bodies healthy through eating, sleeping drinking and washing.</p> <p>What do things need to grow</p> <p>Naming plants/ trees/ baby animals</p> <p>Matching animals to their young</p> <p>Looking at fresh produce and how it decays over time</p> <p>Life cycle of a chick/ frog/ butterfly</p> <p>Understanding the key features of a life cycle</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>What do dinosaurs eat?</p> <p>How do dinosaurs move?</p> <p>Why did dinosaurs die out?</p> <p>Consider the diets of dinosaurs and what evidence there is for these?</p> <p>Speculate about dinosaur families and their behaviour.</p> <p>Exploring the differences between dinosaurs</p> <p>Exploring where minibeasts lived and what they ate</p> <p>Looking at how our garden has changed since the winter</p> <p>Handling minibeasts carefully and caring for them</p> <p>Looking at how caterpillars change in to butterflies</p> <p>Exploring how tadpoles change</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>How we get to places and the types of transport you will see in different locations – why will you not see a tractor in Collier Row?</p> <p>Share learning books created throughout the year</p> <p>Look at the environments/transport spotting</p> <p>Exploring how we can care for our environment/ how does transport effect our environment</p> <p>What we can do in the seasons</p> <p>Looking at how our garden has changed since the winter</p> <p>Talk about materials and the difference in changes they notice</p>

Expressive Arts and Design	Paintings – ourselves Using actions when singing rhymes Exploring role play areas Explore the sounds that musical instruments make Explore construction materials/ building enclosures/ stacking Making fire stations/ jails/ helipads/ hospitals Take part in pretend play Explore materials freely	Create firework pictures using paint Rangoli patterns for display Make and decorate a paper Diva lamp Making decorations Christmas performance Ring games Taps out a rhythm Using torches to create shadow puppets Explore colour mixing Explore sounds	Painting our favourite animals on the farm selecting the correct colours Learn songs, actions and dances relating to animals Making animal masks Making Chinese dragons Using instruments to make jungle noises Joining materials and exploring texture Respond to what they have heard	Creating Easter bonnets Learning Easter songs, actions and dances Using construction to create buildings Easter Cards Mother's day cards Using instruments to make footstep sounds Draw with increasing complexity and detail	Paintings of food junk modelling Play dough food. Describing textures Learning songs, dances and actions Using musical instruments to make growing sounds Create their own songs Play instruments with increasing control	Colour mixing Create a vehicle Learning Summer time/ seaside songs, dances and actions Using role play areas Creating flags Pirate and princess props Begin to develop complex stories Make imaginative and complex small worlds
Imagination Zones	Doctors Surgery/ Baby Clinic/	Indian restaurant/ cave Santa's Grotto	Farm/ Farm shop	Bear's house	hairdressers	Airport/ underground
Trips / Visitors	Home visits Policeman	Parents in to make party hats Christmas concerts Xmas Party Santa visit	Wildlife trust in zoo	Easter Egg Hunt Easter Hat Parade Incubating eggs Visit from Wellgate Farm	Dentist/ chef farm	Pirates and Princess fun day Pond dipping