



# <u>EYFS – Long-term Curriculum Overview</u>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Who am I?	Who am I?	Where do I live?	Where do I Live?	How does your garden grow?	
Personal, Social and Emotional Development Scheme: SCARF	Me and My Relationships All About Me What Makes Me Special Who can Help Me? My Feelings My Feelings 2	Valuing Difference I'm Special, you're Special Same and Different Same and Different Families Same and Different Homes Kind and Caring (1) Kind and Caring (2)	Keeping Myself Safe What is safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1&2)	Growing and Changing Seasons Life stages- plants, animals, humans Life stages- Human life who will I be? Where do babies come from? Getting Bigger Me and my body- girls and boys	Being My Best Bouncing back when things go wrong Yes, I can! Healthy Eating (1&2) Move your body A good night's sleep
Communication and Language		Voo	Story Learning song cabulary section on all CP planni	Project Time gs and Rhymes	ulary	эсер
Physical Development Get set for PE	Following scheme Keys Moving safely, running, jun balancing, changing	skills: nping, throwing, catching,	Following scheme for Spring term. Spring 1: Ball skills ching, Spring 2: Dance		Following scheme for summer term: Summer 1: Gymnastics Summer 2: Games	
Literacy Reading- Phonics -RWI	<ul> <li>Texts:</li> <li>Elmer</li> <li>We're going on a bear hunt.</li> <li>The squirrels that squabbled</li> </ul>	Texts:StickmanTwas the Night before ChristmasOwl Babies	Texts: • Supertato • Mousehole Cat • Hand's Surprise	Texts:Goldilocks and the 3 bearsZog and the Flying Doctors.Three Little Pigs	Texts: Jack and the Beanstalk Hungry Caterpillar	Texts: Sharing a shell Rainbow Fish. Little red Riding hood
	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of	Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition	Count Objects, Actions and Sounds— Counting songs and rhymes, count objects of different

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<ul> <li>MATHS</li> <li>Nuches Sundarg to S. Bir R, Market Symphol (Numeral) with Cardinal Numeral Numeral Symphol (Numeral) with Cardinal Numeral Symphol (Numeral) with Cardinal Numeral Symphol (Numeral) with Cardinal Numeral Numeral Symphol (Numeral) Numeral Numeral Symphol (Numeral) Numeral Numeral Symphol (Numeral) Numeral Numeral Symphol (Numeral) Numeral Numeral Numeral Numeral Symphol (Numeral) Numeral N</li></ul>		composition of numbers to	then linked to addition Link	Number Symbol (Numeral)	composition of numbers		
PMAINS     with Cardinal Number Value- Linked to sublike.     Valuelinked to sublike Greating and counting counting and sublike the linked to sublike.     Counting and sublike mathem of the linked to sublike.     Sublike Subliked to sublike the linked to sublike.     Subliked the linked to subliked to sublike.     Subliked to sublike the linked to sublike the subliked to sublike.     Subliked to sublike the linked to sublike the subliked to sublike		10)—0-3 building to 0-5 Link	Number Symbol (Numeral)	with Cardinal Number	to 10)—0-5 and then	and counting numbers	cannot be
<ul> <li>Number rhyme flour:</li> <li>Number rhyme flour:</li> <li>Jacksder Anderson</li> <li>State on enkys swinging in a trade of anterbase</li> <li>Number rhyme flour:</li> <li>Jacksder Anterbase</li> <li>Jacks</li></ul>		Number Symbol (Numeral)	with Cardinal Number	Value—Linked to subitise.	linked to addition <b>Link</b>	Count Beyond 10—Count up 50 and back from	moved or
Linder de subitie. Ordering and counting Countes Count (separation of counting) Counting 20 and backtioner Count (separation of counting) Counting 20 and backtioner Counting 20 and backtioner	IMAINS	with Cardinal Number Value—	Value— Linked to subitise.	Ordering and counting	Number Symbol	20. Compare Numbers— Distribute items	seen) Subitise
number Court Bayer 31 - Courte 2 and back from 3 Courte 1 grant and back from 4 dispersionand back from 3 Courte 1 grant and back from 3 Counted grant from 4 dispersionand back from 3 Counted grant from 3 Counted grant from 4 dispersionand back from 3 Counted grant fro		Linked to subitise.	Ordering and counting	numbers	(Numeral) with Cardinal	evenly (sharing), odds, evens and doubles. Use	
Number rhyme foor:     10Compare Numbers		Ordering and counting	numbers Count Beyond 10—	Count Beyond 10—Count	Number Value—Linked to	vocabulary:more than, less than, fewer, the	composition of
10. Compare Number Collections of object in count jolfkeing used use weakbury more han. Use the understand in Nor/ I uses inserv frames and songs. Automatic sector of the sector inserv frames and songs. Automatic sector of number inserv frames and songs. Automatic sector inserv frames and song. Automatic sector inse		numbers Count Beyond 10—	Count up 20 and back from	up 30 and back from 20.	subitise. Ordering and	same as, greater, equal to, share, fair	numbers to
Collections of objects to count (differing ides) Use vacabulary more than, less the successful more than l		Count up 20 and back from	10. Compare Numbers—	Compare Numbers—	counting numbers Count	Understand 1 More/1 Less— One more, one	<b>10</b> )—0-3
count leftinging using be- vecabulary-more than, lower, the same a. than, lower, the same a. than, lower, the same a. greater, souid to an unmeter to \$vecabulary. The same a. share of the same		10. Compare Numbers—	Collections of objects to	Collections of objects to	Beyond 10—Count up 30	less nursery rhymes and songs. Automatic	building 0-5
woochbildry: moei than, less: than the definitional Namer I. Less: One mote, one less materies fast out in the series in a definitional the series in a definition de		Collections of objects to	count (differing sizes) Use	count (differing sizes) Use	and back from 20.	Recall of number bonds to 10—different	and then
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Number rhyme fock:     1.2 bas-Che mole, one less     Understand 1 More/1 Less- Che mole, one less sutaintel Automotic Recal of number discloy/ Continue, Copy and Cected Repeated Patheman.     Understand 1 More/1 Less-Che mole, one less sutaintel number rhyme and songs.     Imderstand 1 More/1 Less-Che mole, one less sutaintel number rhyme and songs.     Imderstand 1 More/1 Less-Che mole, one less number rhyme and songs.     Comme less, et al. 2 humes che mole, one less number rhyme and songs.     Symbol automotic Recal of number subtined to invole new shapes, et al. 2 humes che mole, one less number rhyme and songs.     Symbol automotic Recal of number recal for automotic Recal of number subtined to cover hess number rhyme and songs.     Symbol automotic Recal of number recal for automotic Recal of number recal recal for automotic recal for automotic Reca		vocabulary: more than, less	than, fewer, the same as,	less than, fewer, the same	Distribute items evenly	numicon etc) Compare Length Weight and	addition
Number rhyme focus: 1 22 wucke myshoe 5 budit to Education their properties.Den more, one lies numery their properties.Less-Chemore, one lies numery their properties.fries come on, their properties.Number rhyme focus: 1 22 wucke my shoe 1 22 w		than Understand 1 More/1	greater, equal to	as, greater, equal to,	(sharing) Use vocabulary:	Capacity Shape - Explore how shapes can be	Link Number
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bonds to 10sutatined four- graph Weight Conflues. Copy and Credits Reported of Issues, Copy and Credits Reported of Issues, Copy and Strape - Name 20 shopes and his is your and to 10 walk length Weight Congress and Weight Congress Reported for Issues, The Properties. Link to CP ubjective.     Automatic Recail of Number Issues (Howathing)     Tork the Instrument Recail of Number to 10 (Howathing)     Number (Howathing)     Number (Howathing)       Number thyme focus: 1.2 Buckle my shoe tree     Number thyme focus: 1.2 Buckle my shoe tree     Automatic Recail of Number Issues (Howathing)     Number (Howathing)     Number (Howathing)     Number (Howathing)       Number thyme focus: 1.2 Buckle my shoe tree     Number thyme focus: 1.2 Buckle my shoe     Automatic Recail of Number Issues (Howathing)     Number (Howathing)     Number (Howathing)     Number (Howathing)       Number thyme focus: 1.2 Buckle my shoe     Number thyme		nursery rhymes and songs.	One more, one less nursery	Less— One more, one less	fewer, the same as,	triangles make a square. Notice 2D shapes in	(Numeral) with
<ul> <li>on number to Styckning word display() Continue. Copy and Cashing-Io Shrope - Name 20 shopes and heir properties.</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe S Little unkeys swinging in a tree</li> <li>Number thyme focus: 1, 2 backie my shoe 1 bac</li></ul>					greater, equal to, share,	3D Shapes.	
Markey Continue, Copy and Cacade Repeated Articutes					-		
Create Repeated Patterna-na Shape - Name 20 shapes and their properties.     Number shapes and bible properties.     Io 15 (working word length Weight and Capacity Continue, Repeated Patterna-na Shape - Shapes and properties.     Number shapes and bible Shape - Compase and properties.     Number shapes and properties.     Number shapes and properties.     Number shapes shapes - Shapes - Shapes Shape - Shapes and properties.     Number shapes properties.     Number shapes and properties. <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>							
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Number rhyme focus:       1,2 Buckle my shoe       eveniy       eveniy       eveniy         1,2 Buckle my shoe       5 Men went to Mow       shapes in 3D Shapes       mote or square. Notice 2D       shapes in 3D Shapes         5 Little monkeys swinging in a tree       s Little monkey swinging in a       mote or square. Notice 2D       shapes in 3D Shapes       mote or square. Notice 2D         6 Contract Buck       s Currant Buns       s Mapes in 3D Shapes       mote or square. Notice 2D       shapes in 3D Shapes         9 Little monkeys swinging in a       tree       tree       tree       tree       tree							
Number rhyme focus:       1,2 Buckle my shoe       (sharing) Use       vocabulary:         S Little monkeys swinging in a tree       S Men went to Mow       shopes .e.g. 2 triangles       make a spuare. Nolice 2D       shopes .e.g. 2 triangles         Mumber rhyme focus:       1,2 Buckle my shoe       S Little monkeys swinging in a tree       Understand 1       Understand 1         S Men went to Mow       S Men went to Mow       Shopes .e.g. 2 triangles       make a spuare. Nolice 2D       shopes .e.g. 2 triangles         More than, Less       More than, Less       More than, Less       make a spuare. Nolice 2D       shopes .e.g. 2 triangles       make a spuare. Nolice 2D       shopes .e.g. 2 triangles       make a spuare. Nolice 2D       shopes .e.g. 2 triangles       more than, Less         S Men went to Mow       S Men went to Mow       Shopes .e.g. 2 triangles       more than, Less       more .e.g.g. 1       More .e.g. 1         Understand 1       More .e.g. 1       More .e				(just as numbers can)			
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Number rhyme focus:       1,2 Buckle my shoe         5 Little monkeys swinging in a tree       5 Men went to Mow         Free       0 ne more, one less nursery         Hymnes       1 ne stand         Automatic       Recall of numbers bonds         to conceptual       1 numbers bonds         to conceptual       1 number bonds         to conceptual       1 numbers         to conceptual							
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1,2 Buckle my shoe 5 Little monkeys swinging in a tree		Number thume feature		5 Men went to Mow			
S Little monkeys swinging in a tree S Little monkeys swinging in a tree Automatic Recall of number bonds to 10—different conceptual variation (e, g, tens frames, PPW, numicon efc) Oral— quick recall and Numbots Compare Length Weight and Capacity Continue, e		-					
Sittle monkeys swinging in a tree  One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral— quick recall and Numbots Compare Length Weight and Capacity Continue,							
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rhymes and songs. Automatic Recall of number bonds to 10		tree					
songs. Automatic Recall to 10different conceptual variationes, PPW, numicon etc) Oral- quick recall quick recall and Numbots Compare Length Weight Length Weight Continue,							,
Automatic Recall of number bonds to 10—different conceptual variation (e.g. ternames, PPW, numicon etc) Oral— quick recall and Numbots Compare Length Weight and Capacity Continue,							
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to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral- quick recall and Numbots Compare Leght Weight and Capacity Continue,							Recall of
conceptual variation (e.g. tens frames, PPW, numicon etc) Oral- quick recall and Numbots Compare Length Weight and Capacity Continue,							number bonds
variation (e.g. tens frames, PPW, numicon etc) Oral— quick recall and Numbots Compare Length Weight and Capacity Continue,							to 10-different
tens frames, PPW, numicon etc) Oral- quick recall and Numbots Compare Length Weight and Capacity Continue,							conceptual
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Understanding the world	<b>'Me' &amp; 'Autumn'</b> My family: name and describe people who are familiar to them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them	Special times: Diwali, Bonfire night, Christmas, Light and Dark Nocturnal animals: Owls Pumpkin investigation Recycling-caring for our environment (Information book – 'A Planet Full of Plastic') Observe daily weather	Special Times: Chinese New Year, Shrove Tuesday Looks at map of world and beginning to be aware of other countries. Recognise some environments that are different to the one in which they live. Recognise some similarities/ differences between life in this country and life in other countries. (Link to 'Handa's Surprise' story) There are different beliefs and others celebrate special times in	Special Times: St Pirans day, Mothing Sunday Easter Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	Life cycles -butterflies -frogs Habitats Recognise some environments are different to the one in which they live (link 'The Hungry Caterpillar' story)	Create Repeated Patterns Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes. <b>Special Times:</b> Fathers day, Holidays Investigating rock pools (Link to 'Sharing a Shell' story) Floating and sinking Exploring the local area making simple maps of school
Religious	Being	F2 INCARNATION:	different ways. What times / stories	F3 SALVATION:	F1 GOD / CREATION: why is the	What
Education	Special: Where do we belong?	why do Christians perform Nativity plays at <b>Christmas</b> ?	are special and why?	why do Christians put a cross in an <b>Easter</b> garden?	word 'God' so important to Christians?	places are special and why?
Expressive Arts and	Activities based on topic w	ork, seasonal changes and	Activities based on topic	work, seasonal changes	Activities based on topic work, seasonal cl	hanges and
Design	children's interests that prom and naming colours Techr		and children's interests th skills Colour mixing activit		children's interests that promote the follo Explores shade of colour Works collaborativ	U U
	sketching/ collage Making	marks with different tools	particular purpose Using	g tools to create simple	art piece that uses a range of techniques a	nd textures
	Constructing using block	_	representations of eve Constructs with a purpose		(John Dyer picture) Representations are me	
	manipulating different i Experimenting with joining		resources(junk modellin		Begins to plan and adapt work Handling and materials- sculptures in wood, natural transi	
	Engaging in role play based on first hand experiences		Handling and manipulating		using photography as a way of capturing ar	
	Singing and performing- nu		and paper mache Begin to		Experiments with joining materials- scr	
	familiar songs & counting Cheranga		play based on first hand ex language		screwdrivers (forest school) Use small world to act own narratives Singing and performing	
			00.		build a repertoire of songs Music lessons pla	

		Singing and performing- build up a repertoire of songs Experiment with instruments (outdoor area) Chinese New Year Dances Cheranga activities	Cheranga- exploring rhythm, pitch, dynamics, timbre, musical notation and composing
Trips and Visits/Visitors	Exploring our school, nature walks forest school play area Owl Visit Cinema	Visit from fire and police crews Forest School (?)	Walk to local woodland/pond Beach Trip Aquarium roadshow



# <u>History – Year 2</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	

Sequence artefacts closer together in time- check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Recognise why people did things, why events happened and what happened as a result. Identify similarities and differences between ways of life at different times.	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.				
	Drganisation/Communication (to be incorpo	rated throughout the year)				
Enquiry Use a source – observe or handle sources to answ	wer questions about the past on the basis of simp	ble observations.				
Organisation and Communication						

Communicate their **knowledge** through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing..Using ICT...





## <u>History– Year 3</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge	of Key Events	Historical Ir	terpretation
Place the time studied o		Find out about everydd time studied.	ay lives of people in	Identify and give reaso which the past is repre	-
Use dates and terms rel and passing of time.	lated to the study unit	Compare with our life	oday.	Distinguish between di compare different vers	
Sequence several ever artefacts.	nts or	Identify reasons for and actions.	d results of people's	Look at representation museum, cartoons etc	-
His	storical Enquiry and O	Understand why peop wanted to do somethin ganisation/Communic	ng	prated throughout the ye	ar)
Enquiry					-
<ul> <li>Observesmalldet</li> <li>Select and record</li> </ul>	ources to find out about tails–artefacts, pictures. rd information relevant t library and internet for r	to the study.			
Organisation and Co				blay Making models 🛙	

H





### History-Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Chronological Understanding		Knowledge	Knowledge of Key Events		terpretation	
Place events from period studied on timeline.		Use evidence to reconstruct life in time studied.		Look at the evidence available.		
Use terms related to the period and begin to date events.		Identify key features and significant events of time studied.		Begin to evaluate the usefulness of different sources.		
Understand more comp eg BC/AD.	olex terms	Look for links and effects in time studied.		Use <u>text books</u> and hist	orical knowledge.	
		Offer a reasonable explanation for				
some events. Historical Enquiry and Organisation/Communication (to be incorporated throughout the year)						

#### Enquiry

- Use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions.
- Use the library and internet for research.

#### Organisation and Communication

- Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...
- Recall, select and organise historical information. Communicate their knowledge and understanding.





### History-Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	
Know and sequence key events of time stud- ied.		Study different aspects of different people - differences between men and women.		Compare accounts of events from different sources – fact or fiction.	
Use relevant terms and period labels.		Examine causes and results of significant events and the impact on people.		Offer some reasons for different versions of events.	
Make comparisons between different times in the past.		Compare life in early and late 'times' studied.			
		Compare an aspect o same aspect in anothe			
Hi	storical Enquiry and Or	• •		ated throughout the ye	ar)
Enquiry Segin to identify	primary and secondary so build up a picture of a pa	ources.		<b>-</b>	•

- Select relevant sections of information.
- ✤ Use the library and internet for research with increasing confidence.

#### Organisation and Communication

- Communicate their **knowledge** through: Discussion.... Drawing pictures... Drama/role <u>play...</u> Making models...... Writing, Using, ICT...
- Recall, select and organise historical information. Communicate their knowledge and understanding.





## <u>History– Year 6</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Chronological Understanding		Knowledge	Knowledge of Key Events		nterpretation	
Place current study on timeline in relation to other studies.		Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and		Link sources and work out how conclusions were arrived at.		
Use relevant dates an	d terms.	feelings.		Consider ways of chec interpretations – fact o		
Sequence up to 10 events on a timeline.		Compare beliefs and behaviour with another time studied. Understand continuity and Change.		Be aware that different evidence will lead to different conclusions.		
				Confidently use the library and internet for research.		
		Write another explana	-			
		terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.				
Н	istorical Enquiry and C	rganisation/Communi	cation (to be incorpore	ated throughout the ye	ear)	
Enquiry						
	ary and secondary source					
-	ources to find out about on ns and the means of findir					
	e gathered from several s	-				