

EYFS Curriculum Long Term Overview

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

EYFS has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are always kept healthy and safe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about Me! <i>Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</i>	Terrific Tales! <i>Traditional Tales Little Red Hen - Harvest Nursery rhymes Halloween Bonfire night The Nativity Diwali At the Panto Christmas Lists Letters to Father Christmas</i>	Amazing Animals! <i>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</i>	Ticket to Ride! <i>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?</i>	Back to Nature! <i>Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials</i>	All at Sea! <i>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Pirates Fossils - Mary Anning Seasides in the past Compare: Now and then! Seaside art</i>
Core Texts	Owl Babies Elmer The colour monster Uncle Bobby's wedding Okapi loves his zebra pants	Goldilocks and the three bears Little Red Riding Hood The story of Rama and Sita	Handa's Surprise Tiger who came to tea The too tall giraffe	Whatever next! How to catch a star No longer alone The big book of planets	The Gruffalo Jack and the beanstalk The pig in the pond Trees, seasons come seasons go. Little rabbit Foo Foo	Rainbow fish Commotion in the ocean Julian in a mermaid The sand horse
	<p>These are books that reflect diverse culture which our children may not be exposed to otherwise including books linked to BAME, age, disability, religion, marriage, difference and LGBTQ+ (including illustrations which reflect children from a variety of backgrounds and cultures). They cover a range of genre types including traditional tales, non-fiction and poetry and have direct links to our curriculum threads.</p> <p>Each of these books will be read at least 3 times.</p>					
Supporting Texts Cultural Capital British Values	Once there were giants The big book of families Peace at last 5 minutes peace There's only one you Two Homes Ruby's Worrry Super Duper You Oliver's vegetables It's a no money day But why Can't I? Burglar Bill	The Jolly Postman The Jolly Christmas Postman Goldilocks Farmer Duck The enormous turnip Hansel & Gretal The Ugly Duckling Christmas Story / Nativity Pattan's Pumpkin Rama and Sita Dogs don't do ballet	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Diary of a wombat Pig in the Pond Spinderella Polar bear, Polar bear what do you hear? Brown bear, Brown bear what do you hear? The animal boogie	The way back home Astro girl George Saves the World by Lunchtime Bob, man on the moon Aliens love underpants Mr Gumpy's outing The accidental prime minister The Snail and the Whale Last stop on market street	Percy the Park Keeper The Tiny Seed Jasper's beanstalk One Plastic bag RHS: Ready, Steady, Grow! The squirrels who squabbled Me on the Map Kaya's heart song Two Monsters An English Year	Commotion in the Ocean P is for passport Sharing a Shell Giant Jelly Jaws and the Pirates Tiddler Lighthouse keeper's lunch Meerkat Mail The journey Magic beach Splash, Anna Hibiscus
Our Values	Thankfulness	Compassion	Aspiration	Perseverance	Respect	Creativity

WOW moments	What do I want to be when I grow up? Talent show Harvest Remembrance Nurse visit	Bonfire night Diwali Christmas	Random acts of kindness week Chinese New Year	Rocket making - "who's can go the furthest"? Walk to the park (maps)	Den building - "Is it waterproof"? Sunflower competition Make a healthy snack (fruit kebabs)	Pirate Picnic Party (end of year celebration) World environment day
Our Vision						
'Everyone can flourish'	Exploring ourselves and our differences, children can talk about what is different and what is the same about themselves and their peers in the classroom. beliefs. Explored through texts: Ruby's Worry, Super Duper You, Only One You, It's Okay to be Different	Understanding of traditional stories from other cultures. Discuss how stories are shared in different cultures and passed down generations, including fairy tales	Recognise environments that are different to our own e.g., Antarctica and be able to talk about some of the differences and similarities between different environments	Explore the diverse range of people within our society through high quality texts. Ensure children understand the wider world away from Grantham and Great Gonerby/Marston through visits and discussions.	Explore diversity though different foods from different cultures and religions. Understand different celebrations and why these are important to different groups within our society.	Understand the importance of challenging prejudice views within society and be advocates for those who do not have a voice. Respect the beliefs of everyone.
'We celebrate individuality'	Understanding of our own identify, what is special to us as individuals, encourage children to express themselves through independent learning time and be proud.	Explore how the foods we eat, the way we dress and how we talk are all an important part of our identity. Explore different religions and their places of worship. Links to LAS RE 'Special People to Me'	Understand how traditional tales help us to explore identity through common practices in society e.g., marriage, birth, death. Understand that we all share these common life events and that	Explore how we can all be superheroes and use high quality texts to support learning e.g., super duper you. Explore our own fears and how we can overcome them with confidence and how we can	Understand that identity is not always fixed, and it can change as we get older and have different life experiences. Think about our identities earlier in the year and the differences now.	Discuss different identities people have, e.g., a parent, a nurse, a son and how our identities adapt to different situations and our uniqueness of identity.

			helps create our identity.	develop our identity through facing our fears.		
'We are part of an inclusive, nurturing community'	Ensure children settle into their new school community and have a sense of belonging, understanding of the expectations and how to be an kind member of the school community.	Explore how different communities enjoy different food during celebrations e.g. Christmas foods, how we belong to the school and church community at school being a C of E school.	Understand stories are passed through communities and shared widely. Explore stories about a community, what do we notice? How do communities work effectively?	Explore community 'superhero's' local nurses, doctors, police, ambulance drivers, firefighters. How do they play a part in looking after and protecting our community? What can we do to help them?	How do people look after the world as a community? Explore how we can litter pick, keep the environment tidy and help local organisations or charities.	Explore how people live in different communities. How have things changed from the past? Explore how our local area has changed over time.
'We are responsible global citizens'	Begin to understand how we can look after our planet. Explore our fragile planet and what we can do to help the world.	Consider how we can sustainably farm our food, what does it mean to eat sustainably? What can we do to ensure we are doing the best job we can with our sustainability? Explore grow your own, eating less meat, organic and free-range foods.	Understand the value of living things and how we can protect and ensure the safety of plants and animals. Encourage children to think of ways we can help living things. E.g., put food out for birds in the winter, water plants.	Explore how we can become sustainability superheroes. Use the text <i>George Saves the World</i> by Lunchtime. Explore and use the key principles in the book. Organise a litter pick on our school grounds.	Explore our local environment and how we can preserve the world, ensuring we are advocates and look after the planet. Explore lifecycles and the importance of these for all living things.	Understand how we need to protect our oceans and beaches. Discuss the issues that are currently affecting our beaches and oceans. What can we do as individuals to help? Explain we as individuals can still all have a big impact.

'We promote equality'	Explore fairness through frequent games such as ones which involve turn taking.	Feel confident to speak without bias or injustice amongst familiar and unfamiliar adults/peers.	Use a range of books to explore different historical and modern-day injustices e.g., apartheid system, books such as Ella Queen of Jazz	Learn about inspirational people real life 'superheroes' e.g., Malala Yousafzai, Greta Thunberg	Instil confidence and self-belief through exploring our individual potential and sharing the belief we all have a valuable role.	Understand the system of fair voting and democracy, introduce a vote for special mention and reasons including a fairness that everyone is included.
Assessment Opportunities	Formative assessment daily opportunities through play, interaction and observation. Baseline, statutory and Grace Trust.	Formative assessment daily opportunities through play, interaction and observation. Coloured tracker assessment. Green = on track Amber = Emerging Red = Significantly behind.	Formative assessment daily opportunities through play, interaction and observation.	Formative assessment daily opportunities through play, interaction and observation. Coloured tracker assessment. Green = on track Amber = Emerging Red = Significantly behind.	Formative assessment daily opportunities through play, interaction and observation.	Formative assessment daily opportunities through play, interaction and observation. End of year assessment EYP.