

Reignhead Primary School – Curriculum Overview – EYFS

Cycle 2 – 2020/21

Half Term	Topic	UTW			EAD		Physical Development		Communication and Language	Books
		People and Communities	The World	Technology	Exploring and Using Media and Materials	Being Imaginative	Moving and Handling	Health and Self Care		
<u>1</u>	Roles and Responsibilities within our Community ‘People Who Help Us’	Children will understand who the key people are in our community, their role and responsibilities and how they help us. They will learn to identify and talk about similarities and differences between their families, friends and traditions.	Children will learn about different areas in and around school. They will learn about and describe the actions, which people in our school do, that help to maintain the building and areas within it.	Children will learn how to complete a number of simple programmes on the laptop.	Children will experiment with making marks in a variety of ways including printing. They will use a range of materials to make representations of themselves and different people who help us in their community.	Children will engage in role-play based on first-hand experiences in the ‘home corner’ as well as ‘Vets’ ‘Post Office’ and ‘Fire Station’ Children will experiment with the sounds that instruments make, developing an understanding of faster/slower/ Louder/quieter.	Children will learn how to climb and balance on equipment with confidence and skill.	Children will develop basic independence skills, including toileting, washing and drying hands and getting changed.	Children will learn skills for effective listening in order to listen to others in small groups.	Non-fiction books Cops and Robbers Mog and the V.E.T Emergency Percy The Park Keeper
<u>2</u>	Compare transport and journeys ‘Are We There Yet’	Children will learn about different types of transport and how people travel around the world. They will be able to describe how some people celebrate Diwali and Christmas,	Children will learn about the differences and similarities of materials used on different types of vehicles and why they are used.	Children will learn about similarities and differences between vehicles and how they work. They will compare old and new vehicles.	Children will learn and sing songs and experiment with ways of changing them. They will use materials on a large scale to create vehicles to be used in the outdoor areas.	Children will explore old and new experiences through a variety of role play and small world. These will include ‘Car Garage’ and ‘Travel Agents’.	Children will learn to move skilfully and confidently in a range of ways. They will learn an effective pencil grip.	Children will learn the importance of road safety and how to keep themselves safe. They will also understand the importance of keeping safe around fireworks.	Children will sit with increasing control and attention. They will listen and respond appropriately showing awareness of the listener.	The Train Ride Mr Gumpy’s Motor Car Non Fiction book about Vehicles The Jolly Postman The Christmas Story

3	Nocturnal animals and habitats 'Enchanted Woodland'	Children will explore how Chinese New Year is celebrated. Children will learn the story of Easter and how this is celebrated by Christians.	Children will learn about similarities and differences in relation to animal habitats. They will discuss and compare changes in weather and seasons on woodland walks.	Children will record plant growth over time by using a digital camera. Children will learn how to use a simple paint programme to create images related to Easter.	Children will use different medias and will learn basic sewing skills, creating their own 'bog baby' character. They will produce observational drawings and paintings of flowers and plants. They will take part in a variety of Easter craft activities.	Children will learn how music and dancing is used in celebrations such as Chinese New Year. They will continue to build up role play with the small world woodland animals.	Children will learn, practise and perform a range of movements to represent trees and woodland animals.	Children will learn to make informed choices about healthy and unhealthy foods. They will understand which factors contribute to a healthy lifestyle.	Children will be able to follow instructions with more than one part. They will begin to express themselves, showing an awareness of the listeners needs.	Nocturnal animals Bog Baby The Gruffalo Fairytale – Little Red Riding Hood Hansel and Gretel
4	'Minibeasts'	To explore the job of a bee keeper How does a wormery work?	Children to know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur and talk about changes. Learning about different minibeasts and their lifecycles. Investigate different homes and habitats	They will learn to research minibeasts using the laptop – understanding we get information from computers.	Children Constructs with a purpose in mind, using a variety of resources. They use simple tools and techniques competently and appropriately – make a minibeast hotel using different materials, clay minibeasts	Children will engage in role-play Healthy café, fruit and veg shop, garden centre Children will learn to create their own movements in sequence to music, creating a dance. – ugly bug ball	Children begin to form recognisable letters. They use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed – make fact files about a minibeasts, writing simple sentences.	Hygiene and healthy eating – make healthy fruit smoothies	Children will learn skills for effective listening in order to listen to others in small groups. Children will learn to expand their answer and descriptions using words such as 'because.'	The Hungry Caterpillar Non-fiction books about minibeasts Stories about minibeasts – The bad tempered ladybird

5	'Jungle Mania'	Children can Remember and talk about significant events in their own experience. Have the children been to a zoo or safari park? What kind of animals do they recognise?	Jungle animals and their features Similarities and differences with animals Jungle environment – What is a jungle, similarities and differences between places. Where are jungles?	Children know that information can be retrieved from computers To Use ICT hardware to interact with age-appropriate computer software. Begin to understand about the internet and how we can use it to find out about jungles and the animals that live there – include basic internet safety	Explores what happens when they mix colours. Jungle colours – trees plants climbers etc Look at different shades of green and how to make them Leaf shaped paper. Big jungle shaped leaves Animal prints	Create simple representations of events, people and objects. Children Play cooperatively as part of a group to develop and act out a narrative. Role Play Inside – jungle explorers Outside – safari jeep station	Travels with confidence when moving like different animals in a large space. Handles tools, objects, construction and malleable materials safely and with increasing control. For example, when sewing, making puppets, making clay representations.	Children to continue to learn about the importance of eating healthy and moving more keeps us fit and healthy	To encourage the use of new language and asking questions when talking to others about things they are finding out or for example showing the rest of the class a model they have made	Rumble in the Jungle poems Elmer stories Crocodile stories Non-fiction books about jungles and their environment and jungle animals and their features.
6	'Take One Book'	To explore and find out about a variety of different fairy tale characters and the role of a postman.	Children will learn about the different environment that the characters live in. They will make observations of Similarities and differences between materials – porridge Find out about castles	They will learn to use a paint programme – design a house eg sweet house from Hansel and Gretel using the laptop – find out about castles - understanding we get information from computers.	Children will learn how to manipulate and mould clay to make a bear or other character representation.	Children will create props to support their role play and write and tell their own stories. They will make homes different characters may live in.	Children will be able to form letters correctly, using an effective pencil grip. Encourage fine motor skills – split pin characters	Children will be able to dress and undress independently. They will be able to describe the effects of exercise on their body.	Children will learn to expand their answer and descriptions using words such as 'because.' Uses language to imagine and recreate roles and experiences in play situations. – role play Begin to use expression and different voices when acting out a role	The Jolly Postman Little Red riding Hood Jack and the Beanstalk The three Little Pigs

<p><u>End of FS2 Outcomes 'Early Learning Goals'</u></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i></p>	<p><i>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>	<p><i>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.</i></p>	<p><i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p>	<p><i>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.</i></p>	<p><i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p>	
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