



Rivermead EYFS Curriculum Overview

This overview outlines the main topic themes taught within this year group. If you would like further detail regarding the content of each topic please see each subject's Categorising Knowledge document. For further information regarding the EYFS curriculum please e-mail your enquiry to:

admin@rivermead.wokingham.sch.uk with the subject "Curriculum enquiry FAO EYFS Teaching team"

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Marvellous Me	Celebrations	People who help us	Growing and change	Traditional Tales	Wonderful World
	Big Question	What makes me unique?	Why do we celebrate?	Who helps you in the community?	How do we grow and change?	Where will a book take you?	How do we keep our World special?
	Possible ideas for enhancements. Can be adapted to allow for children's interests	Anything to do with the child, their culture, background, the body, their favourite things, Black History - SPECIAL BOX	Harvest, Christmas, Diwali, remembrance, other festivals the children in the class celebrate. space	People who help us Map reading and making Past and present emergency vehicles	Plants, animals, children, babies, life cycles, food and healthy living	Traditional tales and mixed-up fairy tales.	At the beach, fossils. local and different environments, recycling, minibeasts
	Core Books	Invisible String Super Duper You We are family Amazing Love makes a family Our class is a family	Harvest- Little Red Hen Pumpkin Soup Eid- Proudest Blue Diwali- Chapati Moon The Nativity	Martha Maps it out Transport through time Fact books- PWHU	That's not a daffodil The Butterfly Bouquet Growing Frogs Jack and The Beanstalk	Three little pigs Three little wolves and the big bad pig Goldilocks Little Red Riding Hood Gingerbread Man	If I were the World Number 7 Evergreen Street The mess that we made Adoette
		<u>Focus:</u> Author/ illustrator/ page number/ page	<u>Focus:</u> Rhyming stories	<u>Focus:</u> What is a fact book?	<u>Focus:</u> Facts- life cycles Instructions	<u>Focus:</u> Speaking & listening/	<u>Focus:</u> Poetry- rhyming

	English Reading	Recount: story retelling Repetitive stories Fill in the gaps Questioning? Who, why	Beginning/ middle/ end Speaking & Listening/ performance based on the Nativity Questioning? When, How	contents/ glossary/ index Alternate endings to stories Questioning? What	Recount: how does it grow? Riddles?	performance based on fairy tales Openings and Alternate Endings Characters: hot seating I can be an Author, writing own books Settings Suspense Characterisation Description	Making Posters- visual aid, facts, statements,
	RWInc	<u>RWInc</u> Set 1 sounds Blending	<u>RWInc</u> Progression from ditties to coloured books.				
	English Writing	Initial sounds/ CVC Instructions <u>Focus:</u> Diagrams Names Labels *Name writing *My family *CVC word writing- Autumn	Initial sounds/ CVC/ labelling <u>Focus:</u> Lists Labels *Pumpkin soup instructions *Firework sounds *Christmas CVC	CVC/ captions Information report Instructions <u>Focus:</u> Captions Simple sentences Punctuation- Finger spaces/capital letters/ full stops. *Labelling PWHU *Making a map of local area *Wanted poster.	Labelling/ simple sentences Information report Explanation Instructions <u>Focus:</u> Captions Simple sentences Punctuation- Finger spaces/capital letters/ full stops. *how to plant a seed *Prediction. What is at the top of Jack's beanstalk *Butterfly life cycle	Simple sentences/ adjectives settings <u>Focus:</u> story map Describe a setting Once upon a time, happily ever after Characters- adjectives *Create own traditional tale *Setting maps *Describe the Wolf- Character profile	Simple sentences/adjectives Recount <u>Focus:</u> more complex sentences Repetition for rhythm e.g. He walked and he walked *Minibeast bug hotel- in my bug hotel there is.... *Minibeast poem *My day at the look out

Understanding the World	Maths Mastering number	Subitising counting , ordinality and cardinality Composition Moving through space Comparison Noticing and visualising		Subitising counting , ordinality and cardinality Composition Block play Comparison shape		Pattern Counting, ordinality and cardinality Subitising Composition Comparison Measure Subitising	
	Science	Understanding Ourselves Naming parts of the body and exploring senses. Diet, exercise, hygiene and tooth decay	Earth & Space: Seasonal change experiencing and talking about seasons and weather Freezing & melting	Light and sound - Explore shadows and listen to sounds outside and where they came from. Light box	Plants Growing beans/ potatoes/ herbs/ cress	Earth & Space: Seasonal change experiencing and talking about seasons and weather	Living things and habitats Our environment, recycling, care of the world, care of flowers, animals
	Geography	Seasonal change Autumn	Seasonal change Winter Hibernation/ migration Similarities and differences between diff religious and cultural communities	Where do I live? Maps of the local area. Maps of our school/ our school from above Sim & diff between life in this country and in other countries.	Seasonal change Spring Plants/ animals/ humans. How do we change?		Seasonal change Summer Care and concern for living things and the natural world Recycling/ care of the environment Comparing environments.

	History	Why am I special? When I was a baby, what could I do? What can I do now? Special Box	What is a celebration? People and Communities – understanding people’s different beliefs Special Box	What did emergency vehicles look like in the past? Special Box			The streets in the past- linked to Adoette.
	RE	Autumn 2 – What special occasions do people celebrate? To describe different life events and how they are celebrated Harvest Festival	Hinduism & Christianity Diwali and Christmas Plus other festivals and celebrations in the current cohort.		Christianity The Easter story What stories are important to people? To describe important stories and their meaning		How do we show kindness to others? To describe ways of showing kindness and say what is right or wrong
	Computing	Take photos using iPad Me and my friends. Technology at home	E- Safety iPad drawing	Online safety and exploring Purple Mash Bee-Bots	E-Safety Fact finding on the internet	Record themselves re-enacting a story	E- Safety Create a story using computers/devices
Expressive arts and design	Art	Simple representations of family and themselves. Painting- Self portraits Andy Warhol- printing leaves/ veg	Paper chains Pumpkin still life Jackson Pollock- splatter painting fireworks	Learn about primary colours Colour mixing Van Gogh- starry night	Still Life Drawing- daffodils Butterfly printing Collage- Matisse- snail	Book making- concertina/ staples Kandinsky- circles	Using different textures Henry Moore- clay minibeast
	D&T	Playdough - autumnal harvest themed models Junk modelling	Making Soup – Pumpkin Soup What design will I create? Making Salt dough decorations	Creating space rockets/ buggies/ oxygen packs	Create a recycled garden decoration	Gingerbread men cooking – Traditional tales	Playdough/ clay minibeasts
	Music Kapow	Exploring Sound Vocal, body, instrumental, environment, Nature, African Drumming	Celebration music Diwali, Hannuka, Kwanzaa, Christmas	Music and Movement Action songs, beat, tempo, pitch, movement	Big Band Instrument, orchestra, beat, instruments, performance	Musical Stories Representing characters, story telling with actions	

PSED	PSHE	Settling in Golden rules	Kapow- Self regulation: My feelings	Kapow- Building Relationships: special relationships	Kapow-Building relationships: my family and interests	Kapow: managing self: my well-being	Transitions New class
	RSE	Autumn 1/2 - Settling in, Rules and Routines and Health and Self Care Family and Friendships – friendships, being kind and families Ongoing - Kind Hands and sharing Spring 1 - Jobs and Occupations					
Physical Develop ment	PE		Real PE	Gymnastics	Dance	Team games	SPORTS DAY games and events
	Gross Motor	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. To be able to develop the foundations of a handwriting style which is fast, accurate and efficient. To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group. To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Develop overall body-strength, balance, co-ordination, and agility.					
	Fine motor	Fine motor skills to be continually developed through. • Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes • Building with small Lego and small Construction. • Sort small bits and pieces using tweezers. • Nuts and Bolts • Peg Boards and Pin Boards • Pipettes in the Water • Jugs in water • Play-dough (dough disco) • Tearing Paper • Threading activities • Tweezer Tub • Funky finger activities • Air writing In phonics					