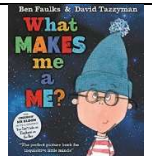
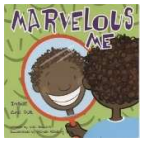
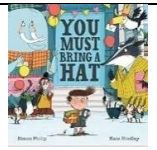
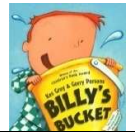
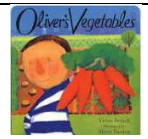
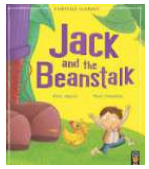
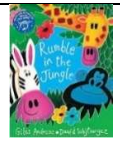
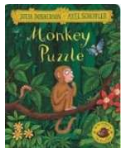
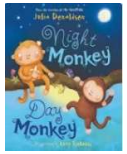
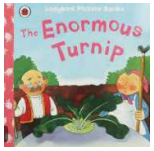
Radcliffe Primary School Curriculum Overview – EYFS Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Marvellous Me	Let's Celebrate	The Big Freeze	Let It Grow	Rumble In The Jungle	Once Upon A Time
Lead Question	Who Lives In My House?	How Do We Celebrate?	Where Does Snow Come From?	What Will Happen If I Plant This Seed?	What Is A Jungle?	Who Might You Meet in A Fairy Tale?
Quality Text	 Ben Faulks  Linda Kranz  Lisa Bullard	 Simon Phillip  Julia Donaldson  Kes Gray	 Paul Stewart  Oliver Jeffers  Julia Donaldson	 Vivian French  Eric Carle	 Giles Andreae  Julia Donaldson  Julia Donaldson	   David Conway
Enrichment	Walk around the school location – looking at houses and homes and the local area.	Hallowe'en party and traditional party games Making Diwa lamps Food tasting from different cultures	Rescuing objects from ice Fake snow (expandable) Painting ice	Spring Walk around the local area Giant's feet and beanstalk appear in class. Growing beans/veg	Jungle themed animals in provision Tents and den building to survive in the jungle	Fairytale day – dress up as characters from favourite stories. Performance stage with costumes and props
HISTORY Understanding of the World (Past and Present)	**N: Begin to make sense of their own life-story and family's history.** **R: Talk about members of their immediate family and community. Name and describe people who are familiar to them.** **ELG: Talk about the lives of the people around them and their roles in society;** *Spend time looking at photos and memories. Encouraging children to retell what their parents have told them about*	**N: Talk about things that they have experienced or seen in photos.** **R: Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.** **ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**	**N: Talk about what they have seen using a wide vocabulary.** **R: Comment on images of familiar situations in the past.** **ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.** *Children to have first hand experiences of cold weather and objects, lots of practical experiences about changes over time.*	**N: Understand the key features of the life cycle of a plant.** **R: Understand the effect of changing seasons on the natural world around them.** **ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what they have read in class.** *Practical growth and planting activities. Explore what plants, fruit and vegetables need in order*	**N: Talk about what they have seen, using a wide vocabulary.** **R: Compare and contrast characters from stories, including figures from the past.** **ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what they have read in class.**	**N: Continue developing positive attitudes about the differences between people.** **R: Compare and contrast characters from stories, including figures from the past.** **ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.** *Explore features of different settings,*

EYFS Cycle B

	their life-story and family history.	*Discuss important events relating to their own family beliefs.* *Make Diva pots, lights for Hanukah, Christmas decs.*		*to grow. Experiment with omitting some of these.*	*Teach the children about different areas of the world, how people have changed the way they live over time.*	*character dress and expectations.*
GEOGRAPHY Understanding of the World (People, Culture and Communities)	**N: Know that there are different countries in the word and talk about the difference they have experienced or seen in photos.** **R: Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Recognise that some environments are different from the one in which they live. Recognise that people have different beliefs and celebrate special times in different ways.** **ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** *Create books and displays about children's families around the world.* *Teach children about places in the world that contrast with locations they know well.*	**N: Continue developing positive attitude about the differences between people.** **R: Understand that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.** **ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.** *Teach the children about different festivals and different ways of celebrating these. Link to first hand experiences of familial celebrations.*	**N: Use all their senses in exploration of hands on materials. Explore collections of materials with similar and/or different properties.** **R: Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.** **ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** *Teach the how seasons feel in different parts of the world, including northern/ southern hemisphere seasons.*	**N: Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.** **R: Explore the natural world around them. Recognise some environments that are different to the one in which they live.** **ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** *Maps and globes available to explore the wider world around them.*	**N: Begin to understand the need to respect and care for the natural environment and all living things.** **R: Recognise some environments that are different to the one in which they live. Draw information from a simple map.** **ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and (when appropriate) maps.** *Look at contrasting environments and ways of living. Explore habitats of jungle animals compared to wild animals in the UK. Create own maps of a jungle environment. Make their own jungle using information gained from texts and stories.*	**N: Show interest in different occupations. Continue developing positive attitudes about the differences between people.** **R: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.** **ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** *Explore imaginary worlds which are different from the world in which they live in. Teach the children about how a setting affects a story and how we can make these settings more interesting.*
SCIENCE Understanding of the World (Natural World)	**N: Use all their senses in hands-on exploration of natural materials.** **R: Explore the natural world around them. Describe what they see, hear and feel whilst outside.**	**N: Talk about what they see, developing a wide vocabulary. Explore collections of materials with similar and/or different properties.** **R: Recognise some environments are different**	**N: Talk about different forces that they can feel. Talk about the differences between materials and the changes that they notice.** **R: Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons**	**N: Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal.** **R: Understand the effect of changing seasons on the natural world around them.**	**N: Talk about the differences between materials and the changes that they notice. Begin to understand the need to respect and care for the natural environment and all living things.**	**N: Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. R: Describe what they see, hear and feel whilst outside. Understand the**

	Understand the effect of changing seasons on the natural world around them. **ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter** *Walks around the local area – looking at houses and homes.* *Observe the natural changes occurring during Autumn in their immediate location.*	**to the one in which they live. Explore the natural world around them.** **ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.** *Look at images from across the globe, different locations. Get a sense of space – how big the world is and how different places are.*	**on the natural world around them.** **ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** *Explore the "coldness" of cold and how its affects people's lives. Research eskimos and polar regions. Link this to first hand experiences of good clothing to wear in the winter months in the UK.*	**Explore the natural world around them.** **ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.** *Plant seeds and grow vegetables. Get a sense of time; that results won't come immediately. Look at the life cycle of plants – where do different fruits come from? Taste different fruits and vegetables and comment on what they think about them.*	**R: Recognise some environments are different to the one in which they live.** **ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.** *Learn names and features of jungle animals, including their young. Develop a topic specific vocabulary. Compare jungle environment to cold environment from SP1 topic.*	**effect of the changing seasons on the natural world around them.** **ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** *Explore different forces that some fairy tale characters use in their "magic." Teach the children the vocabulary linked to different forces and how you can reverse them when making spells.*
ART and DT Expressive Arts and Design (Creating with Materials)	**N: making imaginative and complex small worlds with blocks and construction kits, such as cities and towns with different buildings.** **Create closed shapes with continuous lines and begin to use these shapes to represent objects.** **Show different emotions in their drawings.** *Explore colour and colour-mixing* **R: Create collaboratively, sharing ideas, resources and skills.** **Develop storylines in their pretend play.** *Building/drawing their house and homes out of a variety of different materials.* **ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour,**	**N: Take part in simple pretend play, using an object to represent something else even though they are not familiar. Explore colour and colour mixing. Explore different materials freely, to develop their ideas about how to use them and what to make.** *Make lanterns, pots, decorations and models from different materials. Use self-expression to make it their own unique style.* **R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.** *Teach the children how to look for ways to improve what they have made, how to make their work stronger/easier etc.*	**N: Join different materials and explore different textures. Make imaginative and complex small worlds with blocks and construction kits.** *Children paint on ice; feel and work with things which are cold, e.g. objects which have been stored in the freezer.* **R: Return to and build on their previous learning, refining their ideas and developing their ability to represent them.** *Children to make habitats for polar animals from junk/reclaimed materials. Teach them a variety of joining techniques and support children to ensure that they have the skills to adapt their work.* **ELG: Share their creations, explaining the process they have used. Make use of props and materials when**	**N: Explore colour and colour mixing. Draw with increasing complexity and detail.** *Teach the children the basic skills of observational drawings, linking to shape and colour of objects observed.* **R: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings.** *Teach the children how to sketch and paint and observational drawing, amending when necessary.* **ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**	**N: Show different emotions in their drawings or paintings. Join different materials to explore different textures. Create their own songs or improvise a song around one they know.** **R: Listen attentively, move to and talk about music, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills.** *Work together to create a jungle environment. Explore different pieces of music to amend the way the children move, including speed and size.* **ELG: Make use of props and materials when tole playing characters in narratives and stories.**	**N: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small work equipment.** **R: Develop storylines in their pretend play.** **Watch and talk about dance and performance art, expressing their feelings and responses.** *Make a stage/performance area, with props. Have a range of fairy tale texts available for the children to re-enact stories using language from the book.* **ELG: Invent, adapt and recount narratives and stories with peers and their teacher.**

	design, texture, form and function.	**ELG: Share their creations, explaining the processes they have used.**	**role playing characters in narratives and stories.**			
MUSIC Expressive Arts and Design (Being Imaginative and Expressive)	Sing Up Unit Nursery: Let's Be Friends Reception: I've Got A Grumpy Face/The Sorcerers Apprentice **N: Remember and sing entire songs.** **Sing the pitch of a tone sung by another person.** **Sing the melodic shape, of familiar songs** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas.** **R: Sing in a group or on their own, increasing matching the pitch and following melody.** **Listen attentively, move to and talk about music expressing their feelings and responses.**	Sing Up Unit Nursery: Travel and Movement Reception: Witch, Witch/Row Row Row Your Boat **N: Remember and sing entire songs.** **Sing the pitch of a tone sung by another person.** **Sing the melodic shape, of familiar songs** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas.** **R: Sing in a group or on their own, increasing matching the pitch and following melody.** **Listen attentively, move to and talk about music expressing their feelings and responses.**	Sing Up Unit Nursery: This Is Me Reception: Bird Spotting/ Shake My Sillies Out **N: Remember and sing entire songs.** **Sing the pitch of a tone sung by another person.** **Sing the melodic shape, of familiar songs** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas.** **R: Sing in a group or on their own, increasing matching the pitch and following melody.** **Listen attentively, move to and talk about music expressing their feelings and responses.**	Sing Up Unit Nursery: Animal Tea Party Reception: Up and Down/ Five Fine Bumble Bees **N: Remember and sing entire songs.** **Sing the pitch of a tone sung by another person.** **Sing the melodic shape, of familiar songs** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas.** **R: Sing in a group or on their own, increasing matching the pitch and following melody.** **Listen attentively, move to and talk about music expressing their feelings and responses.**	Sing Up Unit Nursery: I've Got Feelings Reception: Down There Under The Sea/ It's Oh So Quiet. **N: Remember and sing entire songs.** **Sing the pitch of a tone sung by another person.** **Sing the melodic shape, of familiar songs** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas.** **R: Sing in a group or on their own, increasing matching the pitch and following melody.** **Listen attentively, move to and talk about music expressing their feelings and responses.** Funk	Sing Up Unit Nursery: Let's Jam Reception: Slap Clap Clap/ Bow Bow Bow Belinda **N: Remember and sing entire songs.** **Sing the pitch of a tone sung by another person.** **Sing the melodic shape, of familiar songs** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas.** **R: ELG: Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.**
PE	**FUNDAMENTAL MOVEMENT SKILLS (OUTDOOR PROVISION)** **I can** attempt to hop with alternate feet **I can** jump with two feet **I can** land from a jump with two feet together **I can** kick a range of balls **I can** adjust speed and direction to avoid obstacles when moving quickly **I can** throw an object towards a given target **I can** attempt to catch a selection of objects **I can** walk backwards safely around obstacles **I can** work collaboratively in a group during an activity		**GYMNASTICS** **I can** jump off an object and land on two feet. **I can** travel under, over and through balancing and climbing equipment. **I can** move in the following ways: - skip, egg roll, legs and arms straight in a pencil roll. **I can** stand for 5 seconds on either foot.	**DANCE** **I can** think of two different ways of moving to a piece of music. **I can** perform a simple repetitive dance, with at least two different moves, to music.	**FUNDAMENTAL MOVEMENT SKILLS (TEAM GAMES)** **I can** kick a range of balls **I can** throw an object towards a given target **I can** attempt to catch a selection of objects **I can** work collaboratively in a group during an activity	**FUNDAMENTAL MOVEMENT SKILLS (ATHLETICS)** **I can** jump with two feet **I can** land from a jump with two feet together **I can** adjust speed and direction to avoid obstacles when moving quickly **I can** throw an object towards a given target **I can** walk backwards safely around obstacles
PSHE	BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
RE	Being special: Where do I belong?	CHRISTIANITY Why is Christmas special to Christians?	CHRISTIANITY Why is the word God special to Christians?	CHRISTIANITY Why is Easter special to Christians?	Which places are special and why?	CHRISTIANITY Which stories are special and why?