



## Curriculum Framework Overview EYFS (2024/25)

### Curriculum Statement

At Little Bowden, we work together to love learning. Our curriculum is ambitious, memorable and diverse and aims to take children on a progressive, clear and exciting journey from the time they start with us in EYFS to the time they leave us in Year 6.

### Curriculum Drivers

**Memorable** – developing intrinsic motivators that challenge and inspire.

**Diversity** – celebrating an inclusive, respectful community with strong PSHE and SMSC curricula.

**Ambitious** – creating aspirational learners with a growth mindset.

	Autumn		Spring		Summer	
<b>PSHE</b>	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: Family and Friends	Citizenship: Identities and Diversity	Healthy and Safer Lifestyles: My body and growing up	Healthy and Safer Lifestyles: Keeping Safe	Healthy and Safer Lifestyles: Healthy Lifestyles
<b>No Outsiders</b>	You Choose	The Family Book	Red Rockets and Rainbow Jelly	Hello, Hello	Mommy, Mama and Me	Blue Chameleon
<b>Routes to Resilience</b>	Friendship	Kindness	Concentration & Listening	Communication	Feeling Safe & Secure	Sharing
<b>Communication and Language</b>	Lots of activities to learn how to listen, then how to listen attentively and how to take turns when speaking	Small group and whole class work talking about themselves as part of the Marvellous Me topic work. Then talking about their families. Talking about what they make.	My Favourite Present Travelling Bears' Reports Show and Tell of photographs and objects brought in Listening to talks from people who help us and asking relevant questions	Half term news Travelling Bears' Reports Show and tell based around favourite book and why Show and tell based around pet or favourite animal	Easter holiday news Travelling Bears Reports Not a box show and tells Counting rhymes and songs	Half term news Travelling Bears' Reports Why I love my family
<b>Personal, Social and Emotional Development</b>	Settling in activities, learning rules and routines, turn taking, sharing responsibility for our environment – Choose It, Use It, Put It Away!	Have you filled a bucket today? Reinforcing rules and how their negative behaviours impact others Establishing systems of what to do if they have tried and cannot find where to put something away.	Able to wait for longer for their turn.  Be able to express their feelings and emotions. Develop understanding of healthy foods and treats only.  Invite others to join in your game if they look lonely or sad.	Describe and assess what went well with their self-directed learning and their successes or what they might improve of change next time.  Able to say when they do and do not need help.  Understand the impact of both positive and negative	Throughout the term: Adults should support children in understanding that sometimes a compromise has to be reached and that a solution to a problem might not mean that the child always gets their own way.	



					behaviour on others around them.	
<b>Physical Development – Gross Motor (including PE scheme)</b>	<u>Gross motor baseline assessments</u>  <u>Introduction to PE</u>  To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.  Big Moves  Rules and how to handle outdoor equipment such as the climbing frame, big loose parts play, obstacle course, bikes and scooters	<u>Dance</u>  To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.	<u>Gymnastics</u>  To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.	<u>Ball Skills</u>  To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball	<u>Games</u>  To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.	<u>Fundamentals</u>  To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.
	<b>Physical Development – Fine Motor</b>	Pencil grip and scissors skills baseline assessments  Pencil hold and handwriting matched to Read Write Inc. order of sounds using fat pencils with grooves on plain	Pencil hold and letter formation linked to Read Write Inc. order of sounds using wide pencils with grooves on plain paper  Dough disco  Scissors skills	Pencil hold and letter formation on lines in letter families using wide pencils with grooves  Scissor skills  Funky finger activities	Pencil hold and letter formation on lines in letter families using wide pencils with grooves  Scissor skills  Funky finger activities	Pencil hold and letter formation including introduction to capital letters using thinner pencils with grooves  Scissor skills  Funky finger activities



	paper Dough disco Scissor skills Funky finger activities	Funky finger activities				and nails shape boards, jigsaw puzzles, shape folding, shape cutting
<b>Literacy</b>	Statutory baseline Phonic and writing baselines – Marvellous Me Nursery Rhymes Where the Wild Things Are Goldilocks and the Three Bears Tap the Magic Tree Leaf Man	Pumpkin Soup I am Henry Finch Look Up! Green eggs and ham Christmas stocking list Letter to Father Christmas	Favourite present The Three Little Pigs Oi Frog! People who help us book series Super Milly and the Super School Day Weirdo Izzy Gizmo	Half term news Dear Zoo That's not my puppy Hairy Maclary from Donaldson's Diary World Book Day - Charlie Cook's Favourite Book & I love books What the Ladybird Heard Farm trip report	Easter holiday news Plant the Tiny Seed Jack and the Beanstalk The Very Hungry Caterpillar From Caterpillar to Butterfly Caterpillar Cake The Tiny Seed	Half term news So Much Own Reports We're Going on a Bear Hunt Rosie's Walk Very Little Red Riding Hood Sports Day The Night Pirates The Emperor of Absurdia
Each term the children will also be writing about non-fiction texts linked to our work in 'Understanding the World.' They will also write recounts of their first hand experiences each half term. They will begin by mark making, then writing initial sounds for labels, lists, captions and building up to writing in full sentences.						
<b>Mathematics</b>	Statutory baseline assessment Own school baseline assessment NCETM Mastering Number weeks 1-5 White Rose SSM	NCETM Mastering Number weeks 6-10  White Rose SSM	NCETM Mastering Number weeks 11-15  White Rose SSM – 2D shape and shape patterns.	NCETM Mastering Number weeks 16-22  White Rose SSM – 3D shapes, building with 3-d shapes and shape patterns.	NCETM Mastering Number weeks 23-26  White Rose SSM – 2d and 3d shape and shape patterns	NCETM Mastering Number Review and Assess weeks on: *Counting *Composition of numbers to 10 *Automatic recall of bonds to 5 *Number Patterns  White Rose SSM units: *Manipulate and Decompose *Sharing and Grouping *Visualise, build and map *Make connections
<b>Understanding the World – Past and Present</b>	Know who is in their immediate family. Know they started life as a baby and that	Know the vocabulary of the past, present and future. Be able to talk about things you	Understand the chronology of a family – grandparents,		Chronology – baby to old person and aspects of life long ago	Dinosaurs Aspects of grandparents lives



	they have grown. Look at baby and toddler pictures/photos.	could do in the past, using the correct tense.	parents, children.			
<b>Understanding the World – People, Culture and Communities</b>	Describe their immediate environment.	Know about various celebrations.	Non-fiction series People Who Help Us Visitors from our community about people who help us and various visitors from police, fire service etc.		Stories about hot and cold places	Maps Journey to school
<b>Understanding the World – The Natural World</b>	Tap the Magic Tree – Autumn tree I eat Fruit! I eat vegetables! Describe features of the world around them. Learn about living v non-living and natural v man-made.	I know why I brush my teeth book. Know names of various plants and animals. Learn about different environments.	Deepen understanding about the seasons and be able to describe them. Spring walk.	Spring tree. Monkey Puzzle – matching young to adult animals. Understand the difference between pets, farm animals, wild animals, zoo animals. Materials and their properties and changing states e.g. melting.	From Caterpillar to Butterfly – lifecycle Human lifecycle Tap the Magic Tree – Summer tree	Mini-beasts and making a wormery Floating and sinking Look after our planet How to recycle
<b>Understanding the World – Religious Education</b>	Being special & Where do we belong?	Why is Christmas so special to Christians?	Why is the word 'God' special to Christians?	Why is Easter special for Christians?	What places are special and why?	Which stories are special and why?
<b>Expressive Arts and Design</b>	Learn the location of materials, how to use them appropriately and how to put away Names of colours Exploring how to mix colours Skin tone colours Self portraits Drawing own family Artist: Rothko Leaf Man Autumn Tree Story telling and singing nursery rhymes on outside stage area National gallery –	How to select the best equipment for a task How to join materials How to mix the colour you want Portraits of a friend Artist: Piet Mondrian Making poppies Firework pictures Scissor skills Story telling of Goldilocks and the Three Bears, songs and poems on the outside stage area Small group work I home corner	Improving selection of materials and media How to help others Widening vocabulary to show they are cutting, joining and selecting equipment Make pinch pot-clay Spring Tree Small group work in our various role play areas	Vocabulary of textures when creating i.e. rough, smooth, bobbly, fuzzy etc. and correct selection in their collages Develop ability to evaluate their drawings, painting and models Small group work in vets role play Small group work to create a shared narrative and explain afterwards to others in the class	Not a box! Creations Observational drawings of plants Artist – Van Gogh Small group work on Jack and the Beanstalk to perform to rest of class	Summer tree Observational drawings of mini-beasts Clay piece for end of term gift End of term performance to parents



	take one picture competition					
<b>Expressive Arts and Design – Music scheme</b>	*Unit 1 – Pulse *Singing counting rhymes and songs and nursery rhymes	*Unit 2 – Voice *Singing counting rhymes and songs and nursery rhymes *Transition to Infant Singing assembly with KS1	*Unit 3 – Rhythm *Singing counting rhymes and songs and nursery rhymes to improve their repertoire *Weekly Infant singing assembly with KS1	*Unit 4 – Pitch *Singing counting rhymes and songs and nursery rhymes *Weekly Infant singing assembly with KS1 *Sharing music they listen to as a family	*Unit 5 – Music Technology, Form and Structure *Singing counting rhymes and songs and nursery rhymes *Weekly Infant singing assembly with KS1	*Unit 6 – 20 <sup>th</sup> Century Music *Music linked to their emotions *Singing counting rhymes and songs and nursery rhymes *Weekly Infant singing assembly with KS1
<b>Cultural Capital Experiences</b>	Whole school pantomime	Visit to St Hugh’s Church for Christmas story Year 2 nativity play	Visits from fire service, police, dentists, vets, caring careers, premises officer etc.	Trip to West Lodge Farm Park Visit to St Hugh’s Church for Easter story		Year 6 end of year production
<b>Employer Encounters Links</b>	Talk from the Dogs Trust and want her job involves	Vicar at church visit	Visits and talks from Police Service and Fire Service as well as other people who help us in our community	Talks form the farmer at West Lodge Farm		