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**Curriculum Framework Overview EYFS (2024/25)**

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| **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** | | |
| **PSHE** | 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 |
| **No Outsiders** | You Choose | The Family Book | Red Rockets and Rainbow Jelly | Hello, Hello | Mommy, Mama and Me | Blue Chameleon |
| **Routes to Resilience** | Friendship | Kindness | Concentration & Listening | Communication | Feeling Safe & Secure | Sharing | |
| **Communication and Language** | 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 | |
| **Personal, Social and Emotional Development** | 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 behaviour on others around them. | 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. | | |
| **Physical Development – Gross Motor (including PE scheme)** | Gross motor baseline assessments  Introduction to PE  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 | Dance  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. | Gymnastics  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. | Ball Skills  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 | Games  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. | Fundamentals  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. | |
| **Physical Development – Fine Motor** | Pencil grip and scissors skills baseline assessments  Pencil hold and handwriting matched to RWInc order of sounds using fat pencils with grooves on plain paper  Dough disco  Scissor skills  Funky finger activities | Pencil hold and letter formation linked to RWInc order of sounds using wide pencils with grooves on plain paper  Dough disco  Scissors 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 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 | Pencil hold and letter formation including introduction to capital letters using thinner pencils with grooves  Scissor skills  Funky finger activities to include hammer and nails shape boards, jigsaw puzzles, shape folding, shape cutting | |
| **Literacy** | 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 | |
| **Mathematics** | 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 | |
| **Understanding the World – Past and Present** | Know who is in their immediate family.  Know they started life as a baby and that they have grown. Look at baby and toddler pictures/photos. | Know the vocabulary of the past, present and future. Be able to talk about things you could do in the past, using the correct tense. | Understand the chronology of a family – grandparents, parents, children. |  | Chronology – baby to old person and aspects of life long ago | Dinosaurs  Aspects of grandparents lives | |
| **Understanding the World – People, Culture and Communities** | 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 | |
| **Understanding the World – The Natural World** | 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 wormery  Floating and sinking  Look after our planet  How to recycle | |
| **Understanding the World – Religious Education** | 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? | |
| **Expressive Arts and Design** | 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 | 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 | |
| **Expressive Arts and Design – Music scheme** | \*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 – 20th Century Music  \*Music linked to their emotions  \*Singing counting rhymes and songs and nursery rhymes  \*Weekly Infant singing assembly with KS1 | |
| **Modern Foreign Language (Mandarin**) | About China |  | Chinese new year | Chinese Greetings | Numbers 1-5 | Dragonboat race | |
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| **Cultural Capital Experiences** | 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 | |
| **Employer Encounters Links** | **Theme:** Conservationists, Explorers, Archaeologists  **English:** Product reviewers | **Computing:** Administration | **Theme:** Careers in tourism, Historians  **Science:** Scientists | **Design and Technology:**  Mechanics | **Theme:** Careers in industry  **Computing:** Media | **Science:** Careers in astronomy  **Art:** Designers | |