



EYFS Curriculum Overview

Topic Overviews

Cornerstones		Term 1			Term 2			Term 3		
N/R Cycle A	Driver project	Me and My Community (76 activities)	Once Upon a Time (59 activities)	Starry Night (64 activities)	Dangerous Dinosaurs (62 activities)	Sunshine and Sunflowers (66 activities)	Big Wide World (64 activities)			
	Mini project	Exploring Autumn (24 activities)	Sparkle and Shine (21 activities)	Winter Wonderland (23 activities)	Puddles and Rainbows (23 activities)	Shadows and Reflections (20 activities)	Splash! (20 activities)			
N/R Cycle B	Driver project	Let's Explore (60 activities)	Marvellous Machines (64 activities)	Long Ago (66 activities)	Ready Steady Grow (65 activities)	Animal Safari (66 activities)	On the Beach (65 activities)			
	Mini project	Build It Up (18 activities)	Puppets and Pop Ups (18 activities)	Stories and Rhymes (18 activities)	Signs of Spring (18 activities)	Creep, Crawl and Wiggle (18 activities)	Move It (18 activities)	Moving On (14 activities)		

Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

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Music Overview

Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

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Physical Education Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Locomotion Jumping	Gymnastics High Low, Over, under	Ball Skills Hands 1	Dance Nursery Rhymes	Ball Skills Feet	Games For Understanding
FS	<p>(P) Can pupils adjust their speed and change direction to avoid other pupils and the markers?</p> <p>(C) Can pupils travel with confidence?</p> <p>(S) Can pupils follow the rules of games?</p> <p>(W) Can pupils travel with confidence?</p>	<p>(P) Can pupils make their movement champion?</p> <p>(C) Are pupils creative on the apparatus, moving over, under, through, along, across etc?</p> <p>(S) Can pupils collaborate with other pupils by working around each other and taking turns, 'sharing'?</p> <p>(W) Can pupils travel with confidence over, under and through equipment?</p>	<p>(P) Can pupils roll and bounce the ball with control?</p> <p>(C) Do pupils understand the meaning of the word control?</p> <p>(S) Can pupils follow instructions and rules of the game</p> <p>(W) Do pupils stop and pass if they enter a marked area?</p>	<p>(P) Can pupils move like champions?</p> <p>(C) Do pupils understand what a champion is?</p> <p>(S) Are pupils able to make up a short sequence in pairs?</p> <p>(W) Can pupils travel with confidence?</p>	<p>(P) Can pupils move the ball with control?</p> <p>(C) Do pupils understand the meaning of, 'control'?</p> <p>(S) Do pupils understand and follow the rules of a game?</p> <p>(W) Can pupils keep the score?</p>	<p>(P) Can pupils move out of the space avoiding being tagged by the sharks?</p> <p>(C) Do pupils understand the consequence of breaking the rules of a game?</p> <p>(S) Can pupils play fairly in their teams?</p> <p>(W) Can pupils travel with confidence?</p>
	Locomotion Walking	Gymnastics Body Parts	Dance Ourselves	Ball Skills Hands 2	Locomotion Running	Wellbeing
	<p>(P) Do pupils walk with their heads focused straight ahead looking where they are going?</p> <p>(C) Can pupils travel with confidence?</p> <p>(S) Are pupils able to follow the rules of games</p> <p>(W) Can pupils travel with confidence?</p>	<p>(P) Can pupils apply their movement ideas on the apparatus moving in high, low, big and small ways?</p> <p>(C) Do pupils understand what a champion is?</p> <p>(S) Can pupils collaborate with others by moving around each other and 'sharing'?</p> <p>(W) Can pupils travel with confidence over, under and through equipment</p>	<p>(P) Can pupils make their movements big?</p> <p>(C) Do pupils know what a champion is?</p> <p>(S) Can pupils work in pairs?</p> <p>(W) Can pupils travel with confidence?</p>	<p>(P) Can pupils throw a beanbag with control?</p> <p>(C) Do pupils understand the meaning of, 'control'?</p> <p>(S) Can pupil follow the rules of the game?</p> <p>(W) Can pupils keep the score?</p>	<p>(P) Can pupils run and stay in a space?</p> <p>(C) Do pupils understand the consequence in a game of moving to close to the mud monsters (defenders)?</p> <p>(S) Can pupils play fairly in their teams?</p> <p>(W) Can pupils be brave and think of their own ways of walking?</p>	<p>(P) Can pupil move showing good coordination and agility?</p> <p>(C) Do pupils understand why it is important to be healthy?</p> <p>(S) Can pupils collaborate and take turns?</p> <p>(W) Can pupils count their own score?</p>

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