EYFS Curriculum 2019 – 2020

Topic	Development matters statements covered	Intent
All about me/ why do you love me so much? (4 weeks)	• Shows interest in the lives of people who are familiar to them. UW P&C • Remembers and talks about significant events in their own experience. UW P&C • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.UW T • Enjoys joining in with family customs and routines. UW P&C Children talk about past and present events in their own lives and in the lives of family members. UW P&C They know about similarities and differences between themselves and others, and among families, communities and traditions. UW P&C • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. EA&D BI • Engages in imaginative role-play based on own first-hand experiences. EA&D BI • Plays alongside other children who are engaged in the same theme. EA&D BI • Plays cooperatively as part of a group to develop and act out a narrative. EA&D BI	To be able to talk about people who are special to me and special times in my life and others To understand that some people are different to me To know how to operate simple equipment (ICT) To be able to role-play a family situation To be able to play cooperatively with others English: Elmer
Autumn/ Why do leaves go crispy? (1 week) *Note: this topic can move*	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UW W • Developing an understanding of growth, decay and changes over time. UW W • Looks closely at similarities, differences, patterns and change. UW W They talk about the features of their own immediate environment and how environments might vary from one another. UW W	To understand the changes of Autumn To know the features of our environment
Under the rainbow/ How many colours in the rainbow? (2 weeks)	• Recognises and describes special times or events for family or friends. UW P&C • Explores colour and how colours can be changed. EA&D EUM&M • Explores what happens when they mix colours. EA&D EUM&M • Chooses particular colours to use for a purpose. EA&D BI	To know the colours of the rainbow To know colours such as (red, yellow, blue, green, orange, purple, silver, gold, black white, pink, grey, turquoise, scarlet) To know how to change colours

	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EA&D EUM&M	
How do buildings stay up? (1 week)	• Talks about why things happen and how things work. UW W Children know about similarities and differences in relation to places, objects, materials and living things. UW W • Uses various construction materials. EA&D EUM&M • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. EA&D EUM&M • Joins construction pieces together to build and balance. EA&D EUM&M • Realises tools can be used for a purpose. EA&D EUM&M	To know how buildings are constructed To know what materials building are made out of To know how buildings are different To be able to build with different materials
Bonfire night (1 week)	• Completes a simple program on a computer. UW T • Uses ICT hardware to interact with age-appropriate computer software. UW T Manipulates materials to achieve a planned effect. EA&D EUM&M	To be able to use simple software on the computer To be able to use different materials for effect
Castles / Did dragons exist? (4 weeks)	• Talks about why things happen and how things work. UW W • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. UW T • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. UW T They know about similarities and differences between themselves and others, and among families, communities and traditions. UW P&C • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. EA&D EUM&M • Create simple representations of events, people and objects. EA&D BI • Introduces a storyline or narrative into their play. EA&D BI	To know why we had castles To know the parts of a castle and how they worked To know how it was different in medieval times to now To be able to draw a simple sketch (castle) *Safe Messages: Scrummy Snacks (3)*
Christmas (2 Weeks)	• Enjoys joining in with family customs and routines. UW P&C • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. EA&D BI	To know family tradition of Christmas *Safe Messages: A good night's sleep (2)*
Winter learning (1 week)	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UW W	To know the changes of Winter To know the features of our environment

	• Developing an understanding of growth, decay and changes over time. UW W • Looks closely at similarities, differences, patterns and change. UW W They talk about the features of their own immediate environment and how environments might vary from one another. UW W	when it is winter
In the jungle (3 weeks)	• Can talk about some of the things they have observed such as plants, animals, natural and found objects. UW W • Shows care and concern for living things and the environment. UW W • Knows that information can be retrieved from computers UW T • Completes a simple program on a computer. UW T • Enjoys joining in with dancing and ring games.EA&D EUM&M • Sings a few familiar songs. EA&D EUM&M • Beginning to move rhythmically. EA&D EUM&M • Imitates movement in response to music. EA&D EUM&M • Taps out simple repeated rhythms. EA&D EUM&M • Explores and learns how sounds can be changed. EA&D EUM&M • Begins to build a repertoire of songs and dances. EA&D EUM&M • Explores the different sounds of instruments. EA&D EUM&M Children sing songs, make music and dance, and experiment with ways of changing them. EA&D EUM&M	To know animals that lived in the jungle To know that information can be retrieved from computers To be able to show care and concern for the environment To be able to create a simple picture on software To know how to create sounds on instruments and with voices (5-6) music express animals *Safe messages: move your body(1)*
Under the sea (3weeks)	• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. UW P&C • Can talk about some of the things they have observed such as plants, animals, natural and found objects. UW W • Shows care and concern for living things and the environment. UW W They know that other children don't always enjoy the same things, and are sensitive to this. UW P&C • Beginning to be interested in and describe the texture of things EA&D EUM&M • Experiments to create different textures. EA&D EUM&M	To know that I am unique To be able to talk about my family and how they are the same and different To know some sea creatures To be able to show care and concern for the environment To be able to describe textures To be able to create textures *Safe Messages: I'm sad sometimes (6)*

	• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. EA&D BI	
Are eggs alive? / Farm animals (4 weeks)	• Can talk about some of the things they have observed such as plants, animals, natural and found objects. UW W • Shows care and concern for living things and the environment. UW W Children know about similarities and differences in relation to places, objects, materials and living things. UW W They make observations of animals and plants and explain why some things occur, and talk about changes. UW W • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. EA&D BI • Uses available resources to create props to support role-play. EA&D BI • Understands that different media can be combined to create new effects. EA&D EUM&M • Manipulates materials to achieve a planned effect. EA&D EUM&M • Constructs with a purpose in mind, using a variety of resources. EA&D EUM&M • Uses simple tools and techniques competently and appropriately. EA&D EUM&M • Selects appropriate resources and adapts work where necessary. EA&D EUM&M • Selects tools and techniques needed to shape, assemble and join materials they are using. EA&D EUM&M They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EA&D EUM&M	To know farm animals and their young To be able to show care and concern for the environment To know about the life cycles of animals To use materials in different ways
Spring learning/ Easter week (1 week)	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UW W • Developing an understanding of growth, decay and changes over time. UW W • Looks closely at similarities, differences, patterns and change. UW W	To know the changes of Spring To know the features of our environment when it is Spring

	They talk about the features of their own immediate environment and how environments might vary from one another. UW W	
People who help us (5 weeks)	• Shows interest in different occupations and ways of life. UW P&C Children talk about past and present events in their own lives and in the lives of family members. UW P&C Children recognise that a range of technology is used in places such as homes and schools. UW T They select and use technology for particular purposes. UW T • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. EA&D BI • Engages in imaginative role-play based on own first-hand experiences. EA&D BI • Introduces a storyline or narrative into their play. EA&D BI	To know different occupations To be able to describe what they would like to be when they are older To be able to recognise technology at home and in school To be able to role play different occupations To know what a uniform is To know how to ask for help *Safe Messages: Hold on Harold! (5)*
Traditional tales (3 weeks)	• Developing preferences for forms of expression. EA&D BI • Uses movement to express feelings. EA&D BI • Creates movement in response to music. EA&D BI • Sings to self and makes up simple songs. EA&D BI • Makes up rhythms. EA&D BI • Begins to build a repertoire of songs and dances. EA&D EUM&M • Explores the different sounds of instruments. EA&D EUM&M • Create simple representations of events, people and objects. EA&D BI • Introduces a storyline or narrative into their play. EA&D BI Children sing songs, make music and dance, and experiment with ways of changing them. EA&D EUM&M Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. EA&D BI They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. EA&D BI	To be able to able to explore sounds with instruments and voice To be able to draw people To be able to make up their own stories Storytime (5 – 6) Music express *Safe messages: Sleepover (4)*
In the garden (3 weeks)	• Can talk about some of the things they have observed such as plants, animals, natural and found objects. UW W	To be able to observe changes in plants To be able to use software on the

	• Completes a simple program on a computer. UW T • Uses ICT hardware to interact with age-appropriate computer software. UW T They make observations of animals and plants and explain why some things occur, and talk about changes. UW W	computer
Summer Learning (1 week)	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UW W • Developing an understanding of growth, decay and changes over time. UW W • Looks closely at similarities, differences, patterns and change. UW W They talk about the features of their own immediate environment and how environments might vary from one another. UW W	To know the changes of Summer To know the features of our environment when it is Summer