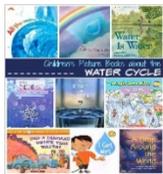




EYFS CURRICULUM OVERVIEW and Links to National Curriculum-Acorn Class



This document shows how Development Matters and The National Curriculum links together. It is also important to remember that much of learning in EYFS is completed through the child's own interests, so all areas of learning will be seen in the classroom and learning journeys as well as what is planned in this document.

Reading, writing, numbers and shape, space and measure are not included in this document, as they are planned in morning sessions and link clearly with English and maths in years 1-6.



Science is linked to these areas from Development Matters

Understanding the World: The World

30-50mths

- Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- Talk about some of the things they have observed, such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

40-60mths

Look closely at similarities, differences, patterns and change.

ELG

- Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Physical Development: Health and Self Care

30-50mths

Observe the effects of physical activity on their bodies.

40-60mths

Eat a healthy range of foodstuffs and understand a need for variety in food.

- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to Good health.

ELG

Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Expressive Arts and Design: Exploring using media and materials

30-50mths

- Begin to be interested in and describe the texture of things.

Activities include:

- Learning about nocturnal animals
- Growing plants from seeds/beans.
- Lifecycles.
- Planets and the solar system.
- Keeping ourselves healthy.
- Different types of houses in our local area and in the wider world.



History is linked to these areas from Development Matters

Understanding the World: People and the communities

30-50mths

- Show interest in the lives of people who are familiar to them.
- Remember and talk about significant events in their own experiences.
- Recognise and describe special times or events for family or friends.
- Show interest in different occupations and ways of life.
- Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.

ELG

Talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World: The World

30-50mths

- Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- Talk about some of the things they have observed, such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.

40-60mths

- Look closely at similarities, differences, patterns and change.

ELG

Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.

Activities include:

- Growing timeline
- Special events
- Chinese New Year
- Divali
- Easter
- How toys and houses have changed
- Sources of water



Geography is linked to these areas from Development Matters

EYFS

Understanding the World: People and Communities

ELG

• **Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.**

Understanding the World: The World

30-50mths

Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

- Talk about some of the things they have observed, such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the Environment.

40-60mths

- **Look closely at similarities, differences, patterns and change.**

ELG

Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Activities include:

- **Where we live**
- **Drawing a map from our house to school**
- **Earth**
- **Where different animals live**
- **Looking after our world**
- **Sources of water**



RSHE/RE is linked to these areas from Development Matters

<p>PSED: Self confidence and self awareness 30-50mths</p> <ul style="list-style-type: none"> • Select and use activities and resources with help. • Welcome and value praise for what they have done. • Enjoy the responsibility of carrying out small tasks. • Be more outgoing towards unfamiliar people and more confident in new social situations. • Be confident talking to other children when playing and communicate freely about own home and community. • Show confidence in asking adults for help. <p>40-60mths</p> <ul style="list-style-type: none"> • Be confident to speak to others about own needs, wants, interests and opinions. • Describe self in positive terms and talk about abilities. <p>ELG</p> <ul style="list-style-type: none"> • To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	<p>PSED: Making Relationships 30-50mths</p> <ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiate play, offering cues to peers to join them. <ul style="list-style-type: none"> • Keep play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40-60mths</p> <ul style="list-style-type: none"> • Understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • Be aware of the boundaries set and of behavioural expectations in the setting. <ul style="list-style-type: none"> • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>ELG</p> <ul style="list-style-type: none"> • Play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive 	<p>PSED: Managing feelings and behaviour 30-50mths</p> <ul style="list-style-type: none"> • Be aware of own feelings and know that some actions and words can hurt others' feelings. • Begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • Adapt behaviour to different events, social situations and changes in routine. <p>40-60mths</p> <ul style="list-style-type: none"> • Explain own knowledge and understanding, and ask appropriate questions of others. • Take steps to resolve conflicts with other children, e.g. finding a compromise. <p>ELG</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that 	<p>UTW: People and Communities 30-50mths</p> <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family <p>ELG</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, 	<p>PD: Health and Self care 30-50mths</p> <ul style="list-style-type: none"> • Tell adults when hungry or tired, or when they want to rest or play. • Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • Usually manage washing and drying hands. • Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>40-60mths</p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understand a need for variety in food. • Usually be dry and clean during the day. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and consider and manage some risks. <ul style="list-style-type: none"> • Practice some appropriate safety measures without direct supervision. <p>ELG</p> <ul style="list-style-type: none"> • Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
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	relationships with adults and other children.	some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	
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Activities include:

- Harvest
- Easter
- Christmas
- Chinese New Year
- Divali
- RSHE curriculum for 2020
- Playing together
- Sharing
- Being kind
- Behaviours for learning
- Birthdays



Art and DT is linked to these areas from Development Matters

Physical Development: Moving and Handling

30-50mths

- Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.

40-60mths

- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

ELG

- **Handle equipment and tools effectively, including pencils for writing.**

Physical Development: Health and Self Care

30-50mths

- Understand that equipment and tools have to be used safely.

40-60mths

- Show understanding of the need for safety when tackling new challenges and consider and manage some risks.
- Show understanding of how to transport and store equipment safely.
 - Practise some appropriate safety measures without direct supervision.

Expressive Arts and design: Exploring and using media & materials

30-50mths

Explore colours and how colours can be changed.

Explores colour and how colours can be changed.

- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.

- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

- Joins construction pieces together to build and balance.

Realises that tools can be used for a purpose.

40-60mths

Begins to build a repertoire of songs and dances.

- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Activities include:

- Painting/mixing colours
- Clay
- Malleable
- Deconstructed role play
- Cooking
- Building with construction



Computing is linked to these areas from Development Matters

EYFS

Understanding the world: Technology

30-50mths

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
 - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
 - Knows that information can be retrieved from computers.

40-60mths

Completes a simple program on a computer.

- Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Activities include:

- Understanding the world
- EYFS: technology
- Operating simple equipment:
 - -Cd player
 - -Listening station
- Coding using Beebots
- Using ipads to take photos and record video.
- Typing using laptops and ipads
- Looking at the range of technology we have at school and at home (and studying their uses). Choosing technology to use for a specific purpose.



PE is linked to these areas from Development Matters

EYFS	<p>Expressive Arts and Design: Exploring Media and Materials 30-50mths</p> <ul style="list-style-type: none"> • Enjoy joining in with dancing and ring games. • Begin to move rhythmically. • Imitate movement in response to music. • Tap out simple repeated rhythms 	<p>Expressive Arts and Design: Being Imaginative 30-50mths</p> <ul style="list-style-type: none"> • Develop preferences for forms of expression. • Use movement to express feelings. • Create movement in response to music. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60mths</p> <ul style="list-style-type: none"> • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <p>ELG</p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Moving and handling 30-50mths</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. <p>40-60mths</p> <p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>ELG</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>Health and Self Care 30-50mths</p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. <p>40-60mths</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>ELG</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
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Activities include:

- Ball games
- Throwing and catching
- Gym – jumping, landing, rolling on mats.
- Gym – using the large equipment.
- Experimenting with movement on the equipment.
- Dance Experimenting with body movement to music.
- Ball games / team games



Music is linked to these areas from Development Matters

EYFS	<p>Expressive Arts and Design: Exploring media and materials 30-50mths</p> <ul style="list-style-type: none">• Sing a few familiar songs.• Imitate movement in response to music.• Tap out simple repeated rhythms.• Explore and learn how sounds can be changed. <p>40-60mths</p> <ul style="list-style-type: none">• Begin to build a repertoire of songs and dances.• Explore the different sounds of instruments. <p>ELG</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>Expressive Arts and Design: Being Imaginative 30-50mths</p> <ul style="list-style-type: none">• Develop a preference for forms of expression.• Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.• Sing to self and make up simple songs.• Make up rhythms.• Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60mths</p> <ul style="list-style-type: none">• Create simple representations of events, people and objects. <p>ELG</p> <ul style="list-style-type: none">• Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
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Activities include:

- Nursery rhymes
- Finding a beat / syllables
- Group singing
- Expressing our emotions using instruments
- Harvest/Christmas/ Easter singing
- Exploring the sounds of different instruments
- Making up our own songs and musical rhythms
- Reviewing music and talking about our likes, dislikes and favourite songs/instruments.