



Radcliffe Primary School Curriculum Overview – EYFS Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Family and Home	People Who Help Us.	Transport	Seasonal Changes	Space	Minibeasts
Lead Question	Who Lives in my House?	Who do I go to for help?	How will I get there?	What happens in Spring?	What's above the sky?	Are you mad about Minibeasts?
English	R: The Something (Rebecca Cobb)	R: Star in Jar (Sam Hay)	R: Juniper Jupiter (Lizzy Stewart)	R: Little Red (Bethan Woollvin)	R: The Extraordinary Gardener (Sam Boughton)	R: The Storm Whale (Benji Davies)
Enrichment	Walk around the school location – looking at houses and homes and the local area.	Superhero Day Visit from emergency services.	Bus ride into Radcliffe	Spring Walk around the local area	Building giant rockets	Pond Dipping – nature reserve.
HISTORY Understanding of the World (Past and Present)	N: Begin to make sense of their own life-story and family's history. R: Talk about members of their immediate family and community. Name and describe people who are familiar to them. ELG: Talk about the lives of the people around them and their roles in society; <i>Spend time looking at photos and memories.</i> <i>Encouraging children to retell what their parents have told them about their life-story and family history.</i>	R: Talk about members of their immediate family and community. R: Compare and contrast characters from stories including figures from the past. ELG: Talk about the lives of the people around them and their roles in society; ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	R: Comment on images of familiar situations in the past. ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>Linked to transport</i>	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	N: Explore and talk about different forces they can feel R: Compare and contrast characters from stories including figures from the past. ELG: Talk about the lives of the people around them and their roles in society; ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	R: Comment on images of familiar situations in the past. ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

GEOGRAPHY Understanding of the World (People, Culture and Communities)	Where we live		My community and me		Around the World	
	- Understand the difference between a path, road and street. - Name the road or street where they live. - Share photographs of where they live and discuss. - Name the different types of buildings people live in. - My house, family and local surroundings - Naming and describing people who are familiar. - Draw simple plans of an area of the classroom compared to an aerial photograph. - Create a lego map of the local area. Learn about special people in the community		- A map is a picture of a place. - Water is usually represented in blue on a map or globe. - Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). - That a place and its features can be represented in a picture. - Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). - Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). - Identifying land and water on a map or globe. - Recognising features on maps (real or imaginary). - Creating real or imaginary maps even if features are indistinguishable. - Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. - Making observations about the characteristics/features of places (in stories, photographs or in the school grounds/local area). - Discussing how environments in stories and images are different to the environment they live in. - Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Representing some of the features they notice in their school and school grounds.		- That places within this country can differ from each other. - That there are differences between places in this country and places in other countries. - The name of their school and the place where they live. - Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). - That a map is a picture of a place. - That a place and its features can be represented in a picture. - That usually water is represented in blue on a map or globe. - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). - Discussing how environments in stories and images are different to the environment they live in. - Making observations about the features of places (in stories, photographs or in the school grounds/local area). - Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. - Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. - Recognising features on maps (real or imaginary). Identifying land and water on a map or globe.	
	N: Know that there are different countries in the word and talk about the difference they have experienced or seen in photos. R: Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Recognise that some environments are different	N: Show and interest in different occupations Continue to develop positive attitudes about the different between people. R: Understand that some places are special to members of their community. ELG: Know some similarities and differences between different religious and cultural communities	ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	R: Recognise that some environments are different from the one in which they live. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	R: Recognise that some environments are different from the one in which they live.	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	from the one in which they live. Recognise that people have different beliefs and celebrate special times in different ways. <i>Create books and displays about children's families around the world.</i> <i>Teach children about places in the world that contrast with locations they know well.</i>	in this country, drawing on their experiences and what has been read in class				
SCIENCE Understanding of the World (Natural World)	R: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <i>Walks around the local area – looking at houses and homes.</i> <i>Observe the natural changes occurring during Autumn in their immediate location.</i>	ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	N: Use their senses in hands on exploration of natural materials. Explore collections of materials with similar and /or different properties. Talk about the differences between materials and changes they notice. N: Explore how things work. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	N: Talk about what they see, using a wide vocabulary. N: Plants seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. N: Begin to understand the need to respect and care for the natural environment and all living things. R: Describe what they see, hear and feel whilst outside. R: Understand the effects of changing seasons on the natural world around them. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.	N: Explore and talk about different forces they can feel. ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	N: Use their senses in hands on exploration of natural materials N: Talk about what they see, using a wide vocabulary. R: Explore the natural world around them. Describe what they see, hear and feel whilst outside. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
ART and DT Expressive Arts and Design (Creating with Materials)	N: making imaginative and complex small worlds with blocks and construction kits, such as cities and towns with different buildings. Create closed shapes with continuous lines and	N: Take part in simple pretend play, using an object to represent something else even though they are not similar. Draw with increasing complexity and detail, such as representing a	N: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them.	N: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour-mixing	N: Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore colour and colour-mixing	N: Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

	begin to use these shapes to represent objects. Show different emotions in their drawings. Explore colour and colour-mixing R: Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. Building/drawing their house and homes out of a variety of different materials. ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour-mixing R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Make use of props and materials when role playing characters in narratives and stories.	Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Share their creations, explaining the process they have used. ELG: Make use of props and materials when role playing characters in narratives and stories.	R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore colour and colour-mixing ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Share their creations, explaining the process they have used. ELG: Make use of props and materials when role playing characters in narratives and stories.
MUSIC Expressive Arts and Design (Being Imaginative and Expressive)	Charanga Unit – ME! N: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape, of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. R: Sing in a group or on their own, increasing matching the pitch and following melody. Listen attentively, move to and talk about music expressing their feelings and responses.	Charanga Unit – My Stories N: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape, of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. R: Sing in a group or on their own, increasing matching the pitch and following melody. Listen attentively, move to and talk about music expressing their feelings and responses.	Charanga Unit – Everyone N: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape, of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. R: Sing in a group or on their own, increasing matching the pitch and following melody. Listen attentively, move to and talk about music expressing their feelings and responses.	Charanga Unit – Our World N: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape, of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. R: Sing in a group or on their own, increasing matching the pitch and following melody. Listen attentively, move to and talk about music expressing their feelings and responses.	Charanga Unit – Big Bear N: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape, of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. R: Sing in a group or on their own, increasing matching the pitch and following melody. Listen attentively, move to and talk about music expressing their feelings and responses. Funk	Charanga Unit – Reflect Rewind Replay. N: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape, of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. R: ELG: Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

PE	FUNDERMENTAL MOVEMENT SKILLS (OUTDOOR PROVISION) I can attempt to hop with alternate feet I can jump with two feet I can land from a jump with two feet together I can kick a range of balls I can adjust speed and direction to avoid obstacles when moving quickly I can throw an object towards a given target I can attempt to catch a selection of objects I can walk backwards safely around obstacles I can work collaboratively in a group during an activity		GYMNASTICS I can jump off an object and land on two feet. I can travel under, over and through balancing and climbing equipment. I can move in the following ways: - skip, egg roll, legs and arms straight in a pencil roll. I can stand for 5 seconds on either foot.	DANCE I can think of two different ways of moving to a piece of music. I can perform a simple repetitive dance, with at least two different moves, to music.	FUNDERMENTAL MOVEMENT SKILLS (TEAM GAMES) I can kick a range of balls I can throw an object towards a given target I can attempt to catch a selection of objects I can work collaboratively in a group during an activity	FUNDERMENTAL MOVEMENT SKILLS (ATHLETICS) I can jump with two feet I can land from a jump with two feet together I can adjust speed and direction to avoid obstacles when moving quickly I can throw an object towards a given target I can walk backwards safely around obstacles
PSHE	BEING ME IN MY WORLD	CELBATING DIFFERENCE	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
RE	Being special: Where do I belong?	CHRISTIANITY Why is Christmas special to Christians?	CHRISTIANITY Why is the word God special to Christians?	CHRISTIANITY Why is Easter special to Christians?	Which places are special and why?	CHRISTIANITY Which stories are special and why?