

St Agnes RC Primary School EYFS Curriculum Overview 2023-2024

Nursery	AUTUMN				SPRING				SUMMER			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Main Theme(s)	Settling In		All About Me		Houses and Homes		Animals		Mini beasts		Transport and Travel	
Trips	School Grounds		Walk to Postbox		Walk around local area		Mudchute Farm		Forest school		Victoria Park Canal	
Visits/Visitors	Big Breakfast		Grandparent Day		Builder		Visit from a pet		Musician		Bus driver	
Themed weeks Events	Harvest		(Hannukah) Advent/Christmas/Diwali		St Agnes - Feast Day (Sun 21 st January)		World Book Day – March St – Feast Day (Mon) Lent/Easter		Ascension/Pentecost		Transition activities	
CORE BOOKS Text to support English and Wider Curriculum	Big Book Nursery Rhymes e.g. The wheels on the Bus Going on a Bear Hunt		Elmer Owl Babies (Christmas Story)		The Three Little Pigs Peace at Last		Farmer Duck Three Billy Goats Gruff (Easter Story)		The Very Hungry Caterpillar Monkey Puzzle		Mr Gumpy's Outing The Train Ride	
SUPPORTING TEXTS Additionally, a wide variety of stories, poems, non fiction books, songs and rhymes are read during free flow play, and at story time.	Ten in the Bed Row, Row, Row Your Boat We're Going on a Lion Hunt		Eric Makes a Splash I'll Always Love You Rainbow Fish		I looked Through my Window The Big Red Bath		Nine Ducks Nine Fergus (the one where he gets mixed up) The Pig In The Pond		Aaaaargh, Spider! Mad About Minibeasts The Bad Tempered Ladybird		Naughty Bus Lost and found Room on the Broom	
RE	Myself,	Welcome	Judaism Hanukkah – a special day	Birthday	Celebrating	Gathering	Islam	Growing	Good News Islam – prayer mats are special objects for Muslims	Friends	Sikhism	Our World
Communication & Language	Enjoy listening to longer stories and remember much of what happened – Pay attention to more than one thing at a time- Use a wider range of vocabulary – Understand a two part question – understand ‘why?’ ‘questions- sing a repertoire of songs- know many rhymes, be able to talk about familiar books, and be able to tell a long story – develop communication (but may still have problems with irregular tenses and plurals)- develop their pronunciation (but may still have problems with some sounds and multi-syllabic words)-Use longer sentences of four to six words- be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions – start a conversation with a friend and continue it for many turns – use talk to organise themselves and their play.											
Personal, Social Emotional Development	Select and use activities and resources, with help when needed, to help them achieve a goal they have chosen, or one that has been suggested to them – develop their sense of responsibility and membership of a community- become more outgoing with unfamiliar people, in the safe context of their setting- show more confidence in new social situations – play with one or more children, extending and elaborating play ideas- find solutions to conflicts and rivalries- increasingly											

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	follow rules, understanding why they are important – remember rules without needing an adult to remind them – develop appropriate ways of being assertive- talk with others to solve conflicts- talk about feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ – understand gradually how others might be feeling- be increasingly independent in meeting their own care needs- make healthy choices about food, drink, activity and tooth brushing.					
Physical Development	Continue to develop their movement, balancing, riding and ball skills – go up steps and stairs, or climb up apparatus, using alternate feet- skip, hop, stand on one leg and hold a pose- use large-muscle movements to wave flags and streamers, paint and make marks- start taking part in some group activities which they make up for themselves, or in teams- increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm- matchch their developing physical skills to tasks and activities in the setting – choose the right resources to carry out their own plan- collaborate with each other to manage large items – use one-handed tools and equipment- use a comfortable grip with good control when holding pens and pencils- show a preference for a dominant hand- be increasingly independent as they get dressed and undressed.					
Literacy: Phonics	Phase 1 phonics get from new reading policy					
Literacy: Writing (incl any key ‘hooks’)	Writing messages in home corner	Writing messages in Christmas cards Writing letter/ message home Invitation to Grandparent day	Making labels for houses Drawing and labelling plans during big building of houses	Making lists of animals they might see at the farm. Making a large scale model of a farm and labelling	Sequencing books of butterfly lifecycle Making lists of creatures to find in the forest	Writing tickets/ signs/ posters in bus and train station. Drawing and labelling maps of journeys.
Maths	Number rhymes to support children’s understanding of number, eg, 5 Little Ducks, 5 Speckled Frogs, 5 Little Monkeys etc. Saying numbers to 5 in sequence Counting up to 3 objects, knowing that the last number counted in a set is the number of objects in the group. Subitising up to 3 objects Patterns in the environment.	Reciting numbers to 5 Counting up to 3 objects, knowing that the last number counted in a set is the number of objects in the group. Solving problems with numbers up to 3 Subitising up to 3 objects Creating and extending patterns 2D shapes	Reciting numbers up to 5 Counting up to 5 objects, knowing that the last number counted in a set is the number of objects in the group. Solve problems with numbers up to 5 Comparing numbers (more than/fewer than) Noticing errors in patterns Comparing size and length of objects Linking numerals to amounts Experimenting with own symbols and marks	Reciting numbers past 5 to 10 Counting up to 5 objects, knowing that the last number counted in a set is the number of objects in the group. Solve problems with numbers up to 5 3D shapes Positional language Comparing weights of objects (heavier than/ lighter than) Linking numerals to amounts Experimenting with own symbols and marks	Reciting numbers to 10 Subitising up to 5 objects Numbers to 10 Solve problems with numbers up to 10 Sequencing events, eg, first/ then Comparing capacity of objects (full/ empty) Linking numerals to amounts Experimenting with own symbols and marks	Reciting numbers to 10 Subitising up to 5 objects Numbers to 10 Solve problems with numbers up to 10 2D/ 3D shapes: selecting appropriate shapes, and combining shapes to make new ones. Describing familiar routes and locations. Linking numerals to amounts Experimenting with own symbols and marks
Understanding the World	Home corner All about me bags: talking to small groups	Post office role play	Builder’s yard/ construction site role play	Vets role play	Food shop/ market Visit to local market or food shop	Bus/ train station role play Visit from a bus driver

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	<p>about your chosen special items/ reflecting on personal history</p> <p>Looking at ourselves and our friends. How are we the same? How are we different?</p> <p>Looking at baby photos. How have we changed?</p> <p>Acting out daily routines in home corner</p> <p>Making small world settings to represent local area, eg, houses, park, school etc.</p> <p>Learning about community roles using small world fire station, police station, hospital etc. acting out scenarios.</p> <p>Talking about textures using Bear Hunt props.</p> <p>Comparing setting of Bear Hunt and Lion Hunt to our own street/ school/ local environment.</p> <p>Exploring texture using shaving foam/ cornflour etc.</p> <p>Helping to prepare Big breakfast: making potato cakes?</p>	<p>Reading books about post offices/ taking part in post office role play</p> <p>Walk to post office to buy stamps and then post letters home</p> <p>Talking about the setting of Elmer. Where does Elmer come from? Looking at photos of realistic habitats of elephants</p> <p>Just like Elmer, we are all special. What is special about you?</p> <p>As part of Grandparent day, adults and chn to bring in photos of their grandparents and talk about their heritage.</p> <p>Taking part in Christmas, Hannukah and Diwali traditions.</p> <p>Self-portraits exploring skin tone/ hair colour/ eye colour etc.</p> <p>Planting spring bulbs and talking about what we need to do to look after them/ what will happen next</p> <p>Collect autumn leaves and talk about the colours they see. Make arrangements/ collages with autumn leaves.</p> <p>Exploring the life cycle of owls through photos/ pictures. Where do owls live? How can we care for the birds in our garden/ forest?</p>	<p>Visit from a builder</p> <p>Taking part in building yard role play outside</p> <p>St Agnes day: where does your family come from? Explore different family origins through clothes, music and food.</p> <p>Collecting ice/ snow in cold weather and watching it melt.</p> <p>Making basic kites on windy day. What happens to our kite in the wind?</p> <p>Freezing water and exploring how it melts.</p> <p>Making scones for St Agnes celebration, and talking about mixing process.</p> <p>Exploring and investigating with torches</p> <p>Exploring and investigating bubble blowing.</p> <p>Investigating different materials that houses are made of. Building little pig houses and testing whether they are strong</p>	<p>Reading books about vets/ taking part in vet role play.</p> <p>Watching short film about the work a vet does.</p> <p>Looking out for the arrival of our spring flowers. Watering and caring for our spring flowers.</p> <p>Visit from a pet: looking at photos from when the pet was young. How has it changed?</p> <p>Melting and cooling chocolate to decorate Easter biscuits. What do we notice?</p> <p>Dropping animal biscuits into a 'pond' and predicting what will happen. Watching and commenting on what actually happens.</p> <p>Exploring and investigating with magnets</p> <p>Building Billy Goat Gruff bridges with different materials and testing whether they are strong enough.</p>	<p>Taking part in shop role play, acting out different roles</p> <p>Looking at setting in Monkey Puzzle. How is it different to where we live? Exploring real jungle settings through pictures.</p> <p>Planting and looking after bedding plants.</p> <p>How will we help them grow?</p> <p>Planting rocket and other salad leaves in mini greenhouses.</p> <p>Regularly monitoring growth.</p> <p>Helping to care for chicks. Taking photos of them as they grow. How are they changing?</p> <p>Handling chicks with care.</p> <p>Minibeast hunts in forest area. Talking about what the mini beasts look like/ how they move/ where they live.</p> <p>Looking after the creatures in our garden with care.</p> <p>Exploring the life cycle of both chicks and caterpillars. Making pictorial lifecycles.</p> <p>Exploring and investigating floating and sinking.</p>	<p>Getting the bus to Victoria park</p> <p>Taking part in bus driver/ train station / airport role play</p> <p>Chn to bring in holiday photos. Where did you go? How did you get there? Act out holiday journeys using big brick planes/ boats.</p> <p>Continuing to look after our garden area. What happens if we forget to water it? Harvesting and eating rocket and other salad leaves.</p> <p>Flower hunts around the school grounds.</p> <p>What can we see growing?</p> <p>Making our own mini picnic for an imaginary journey. Making cakes for this event, and talking about mixing/ cooking process.</p> <p>Pulling/ pushing vehicles that are full/ empty up and down ramps. What do you notice?</p> <p>How far can you make your car/ vehicle travel? What do you have to do to make it travel a long way?</p> <p>Exploring and investigating water runs.</p>
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		Looking for materials in the forest. Will the materials bend? Snap? Making biscuits as Christmas gift, and talking about what they see as ingredients are mixed.				Making boats and testing whether they float/ sink
Expressive Arts and Design	Drawing self-portraits and pictures of family. Mixing primary coloured paint and painting bears Cutting and joining paper and recycled materials using glue and masking tape. Identifying what they have made. Selecting own resources to make models. Bring your own soft toy to school: group play with teddies. Learning new songs and rhymes. Repeated clapping/ instrument patterns and body percussion. Experimenting with the sounds percussion instruments make. Matching instruments to the sounds they make.	Post office role play Delivery depot/ drivers role play outside. Playing with doll's house/ city small world and making up own story lines. Using construction sets to make own small worlds. Making own woodland/ woodland creatures small world using reclaimed and natural materials. Responding to firework noises on long paper with mark making equipment, e.g., large crayons Dancing to firework videos. Making up dances with their friends at Christmas celebrations. Using musical instruments to accompany themselves in group singing. Drawing characters from Owl babies and Eric makes a Splash and showing how they feel.	Builder's yard role play Home corner role play Playing with construction site/ city/ garage and vehicle small worlds and telling own storylines. Using construction sets and big blocks to make own small worlds. Making compositions from the noises from Peace At Last, using visuals and actions/ noises. Big paintings of characters from The Three little Pigs. Making 3 Little Pig houses/ story props and acting out story.	Taking on different roles in vet role play Playing with farm and wild animal small worlds, and making up own storylines. Using community play blocks to make own small world settings. Start/ stop songs and games with percussion instruments. Big paintings of characters from The Three Billy Goats Gruff. Making Billy Goat Gruffhouses/ story props and acting out story.	Taking on different roles in shop role play Playing with seascapes and animal small worlds and making up own story lines. Using big boxes and construction equipment to make own small worlds/ role play settings. Collecting natural materials to add to small world settings. Children leading start/ stop games with musical instruments. Dancing in the style of different animals, using own actions. Mixing colours to match the fruit in the Hungry caterpillar.	Station role play Garage/ mechanic role play for fixing broken down vehicles Car wash role play Using big boxes and construction equipment to make own small worlds/ role play settings Adding musical accompaniment/ sound effects to The Train Ride Dancing with wands and pom poms to favourite music. Using large boxes, long paper etc. to make props for vehicle role play, including maps.

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Reception	AUTUMN				SPRING				SUMMER			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Main Theme(s)	<i>My family and I</i>		<i>Light and Dark</i>		<i>Faraway Places</i>		<i>New Life</i>		<i>Growing</i>		<i>Old and New</i>	
Trips	<i>Market stall</i>		<i>Night Walk</i>		<i>Ideas store</i>		<i>Mudchute Farm</i>		<i>Garden centre</i>		<i>Toy Museum Bethnal Green</i>	
Visits/Visitors	<i>Family Picnic</i>		<i>Camping</i>		<i>Someone from a faraway country</i>		<i>Chicks</i>		<i>Musician</i>		<i>Elderly person with old fashioned artefacts</i>	
Themed weeks Events/Festivals/Feasts	<i>Harvest</i>		<i>(Hannukah) Advent/Christmas</i>		<i>Epiphany St Agnes - Feast Day (Sun 21st January) (Chinese New Year – 5th Feb)) Lent/Easter</i>		<i>World Book Day – 7th March St Bernadette – Feast Day (Mon 16th April) Lent/Easter</i>		<i>Ascension/Pentecost</i>		<i>Transition Activities</i>	
CORE BOOKS Text to support English and Wider Curriculum	<i>Can't You Sleep Little Bear? Cinderella</i>		<i>The Tiger who Came to Tea Hansel and Gretel (Christmas story)</i>		<i>The Leopard's Brush The Magic Paintbrush (Chinese New Year story)</i>		<i>From Egg to Chicken Growing Frogs (The Easter Story)</i>		<i>Jack and the Beanstalk How To Grow a Sunflower</i>		<i>The Elves and the Shoemaker The story of Toys</i>	
Supporting Books Additionally, a wide variety of stories, poems, non fiction books, songs and rhymes are read during free flow play, and at story time.	Avacado Baby Some Dogs Do Mr Big		The Night Dragon Day Monkey, Night Monkey This is the Bear and the Scary Night		Mamba and the Crocodile Bird Elephants		The Ugly Duckling Solo		The Enormous Turnip The Runaway Pea Oliver's Vegetables Kitchen Disco		Looking at Teddy Bears	
RE	Myself Judaism Hanukkah	Welcome	Judaism Hanukkah	Birthday	Celebrating	Gathering	Growing	Islam	Good News Islam – special objects	Friends	Sikhism	Our World
Communication & Language	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. – Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.											

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Personal, Social Emotional Development	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. – be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. – Explain the reasons for rules, know right from wrong and try to behave accordingly. – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. – Work and play cooperatively and take turns with others. – Form positive attachments to adults and friendships with peers. – Show sensitivity to their own and others’ needs.					
Physical Development	Negotiate space and obstacles safely, with consideration for themselves and others. – Demonstrate strength, balance and coordination when playing. – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing- using tripod grip in almost all cases. – Use a range of small tools, including scissors, paintbrushes and cutlery. – Begin to show accuracy and care when drawing.					
	PE: Movement and using space	PE: Ball skills	PE: Handa’s hen dance	PE: Large equipment and athletics	PE: Outdoor skills	PE: Races and athletics
Literacy: Phonics	Consolidation of phase 1: focus on securing blending and segmenting skills. Beginning phase 2	Completion of phase 2. Revision of phase 2 sounds as needed (depending on assessment results) Beginning phase 3	Continue phase 3	Completion of phase 3 Revision of phase 3 sounds as needed (depending on assessment results)	Beginning phase 4	Completion of phase 4 Revision of phase 4 sounds as needed (depending on assessment results)
Literacy: Writing (incl any key ‘hooks’)	Drawing and labelling family portraits Making labels for classroom objects/ areas Taking messages and making appointments in hairdresser’s shop Making signs and labels for market stall role play Telling bedtime stories for little bear for adult to scribe Making and labelling I-Spy games Writing invitations to family picnic. Writing invitations to Cinderella’s ball.	Making menus and signs for outdoor café Writing reviews for outdoor cafe Drawing and labelling maps for camping trip Writing shopping lists for tiger food Writing speech bubbles for characters in Hansel and Gretel Wish lists to Santa Writing messages in Christmas cards	Telephone messages and appointments in home corner. Labelling items in home corner storage. Drawing their own faraway land setting and labelling. Planning and writing own Faraway land stories. Writing questions to ask our visitor. Fact file about visitor. Using our own magic paintbrush to paint with- descriptions of what we have painted.	Making an egg to chicken diary Egg to chicken lifecycles Instruction booklets about how to look after chicks. Making and labelling maps of farm Thank you letters to farm Writing Lent promises Writing messages in Easter cards Labelling plans for baby toys Writing then/ now books about how they have changed since being a baby	Writing own Jack and the Beanstalk books Writing labels for how to care for the garden Making seed packets, and writing instructions Labelling seeds planted in garden Writing salad and smoothie recipes/ lists of ingredients Writing signs/ menus/ reviews for café role play Taking messages and orders in café Writing a letter to the garden centre	Labelling plans for the toy they would like to make Writing invitation to invite their teddy to picnic/ fun day Letter of thanks to elderly person Writing old toy/ new toy books Writing signs and labels for toy shop Writing fact file about themselves for new teacher

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<p>Maths</p>	<p>Mastering number: Wk 1: subitising 2/3 Wk 2: counting, cardinality & ordinality Wk 3: Composition 3/4 Wk 4: Subitising 3&4 Wk 5: Comparison (2 sets)</p> <p>White Rose: Repeating patterns Sorting and matching Composition of numbers 2,3 Subitising</p> <p>Making shapes Printing with shapes Number recognition</p>	<p>Mastering number: Wk6: Counting, Ordinality & Cardinality (5) Wk7: Comparison Wk8: Composition (whole/part) Wk9: Composition (5) Wk10: Counting, Ordinality & Cardinality (20+)</p> <p>White Rose: Circles and triangles Positional language Composition of numbers to 5 More and less Comparison One more Time - order of the day Shapes</p> <p>Numbers in numbers - Numicon</p>	<p>Mastering number: Wk11: Subitising (Perceptual) Wk12: Counting, Ordinality & Cardinality Wk13: Composition (5 part/part/whole) Wk14: Composition (Hungarian Number Pattern) Wk15: Comparison</p> <p>White Rose: Introduce 0 More, less, fewer Numbers within numbers Number bonds to 5 Comparing mass Compare capacity Exploration of 6, 7, 8</p>	<p>Mastering number: Wk16: Counting, Ordinality & Cardinality Wk17: Comparison Wk18: Composition (7) Wk19: Subitising (Visualising) Wk20: Composition (sorting)</p> <p>White Rose: Combining 2 groups Board games Language of comparison - length and height Time (sequencing) 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Patterns</p> <p>Outdoor maths - ordering size / comparison Construction - shapes Comparison mass</p>	<p>White Rose: Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Subitising Composition Adding more Taking away Spatial reasoning</p> <p>Measuring - length, height Ordering Comparing number Pattern and shape Nrich puzzles</p>	<p>White Rose: Doubling Sharing and grouping Even and odd Spatial reasoning</p> <p>Maths games Nrich puzzles</p> <p>Odds and Evens sorting and comparing</p>
<p>Understanding the World</p>	<p>Hairdressers role play Looking at family photos and reflecting on past experiences Investigating weddings in own family Investigating jobs people in your family do Comparing old/ modern clothes, housing, transport based on Cinderella</p>	<p>Spaceship role play Looking at family photos of holidays/ daytrips and reflecting on past experiences Making maps of Hansel and Gretel woods Using maps during camping play Exploring school environment during night walk</p>	<p>Home corner with traditional costumes Investigating where your family come from: photos and artefacts St Agnes day: wearing our heritage nation's traditional costume, and talking about where our families come from.</p>	<p>Baby clinic Looking at baby photos and reflecting on how we have changed Making and labelling maps of farms Drawing and painting farm animals to scale Comparing typical farm environments to local environments using pictures/ books</p>	<p>Café role play Talking about the things we see on the way to the garden centre Making a map of the route to the garden centre, using photos of things we saw along the way. Planting bedding plants and talking about how</p>	<p>Toy shop role play Comparing old and modern toys Investigating toys our parents/ grandparents used to play with Comparing old/ modern clothes and housing based on The Elves and the Shoemakers Using maps of the museum to navigate</p>

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	<p>Comparing Mr Big's setting to our own Making maps of school and immediate area Taking photos of local area Taking photos of trees/ flowers in school garden and adding to ongoing diary Bubble, cornflour and foam play: exploring texture Making own playdough Making cakes for family picnic</p>	<p>Collecting and painting autumn leaves Observing changes in trees/weather- add to ongoing diary Planting bulbs and predicting what will happen to them Investigating and drawing nocturnal animals Making flapjacks or tiffin for camping trip Exploring light- what materials will/ won't light pass through, making shadows with torches Taking part in Christmas celebrations</p>	<p>Taking photos of different things we see on the way to Ideas store Comparing our local environments to those in key texts Visits from people from different nations- exploring clothes, food, music from these nations Looking at trees/ plants in garden, and weather conditions, and adding to ongoing diary Cooking foods from different nations. Mud mixing in forest area: exploring texture Investigating using magnets. What do you notice?</p>	<p>Comparing our own environment with that in the Antarctica, using the book Solo as a starting point Investigating the freezing and melting of water. Observing and recording changes they see in chicks. Cooking eggs and observing how they change state Planting potato and onion sets, and summer bulbs Taking part in Easter celebrations. Looking at trees/ plants in garden, and weather conditions, and adding to ongoing diary Melting experiments: which materials will/ will not melt. Making predictions and testing</p>	<p>to care for them/ what changes we might see. Drawings/ paintings of trees and flowers that grow in the local environment Observing changes in trees/weather- add to ongoing diary Planting vegetable seeds Collecting and observing minibeasts in the forest area Exploring fruits and vegetables grown in different countries and tasting them. Surveying which were our favourites. Making different types of bread, traditional to different countries, to serve in our cafe: observe the process of dough rising.</p>	<p>around/ find specific toys. Looking at trees/ plants in garden, and weather conditions, and adding to ongoing diary Harvesting vegetables grown in the garden Collecting and observing minibeasts in forest area. Looking after plants and vegetables in the garden. Harvesting and cooking/ eating vegetables grown. (depending on what grows well, vegetable curry, vegetable samosas, soup, pizza) Force experiments using wheeled toys and ramps. Making predictions and testing what happens.</p>
Expressive Arts and Design	<p>Making props/ accessories for role play weddings Making big box castles/ palaces Sewing patches for class patchwork quilt Big block houses: adding props to act out family roles Making puppets and settings to act out Cinderella</p>	<p>Making alien models for spaceship role play Making 3D papier mache planets for spaceship role play Making own bags/ rucksacks for camping trip Making camping accessories, e.g., binoculars/ maps etc. Making dens and tents with different materials</p>	<p>Designing and making our own costume or accessory. Fashion show of what we have created. Watching a range of traditional dances/ music performances from other countries. Making up our own music and dances in response. Designing and making our own Chinese dragon</p>	<p>Making farm animals to scale: painting and collage. For use in outdoor role play farm/ vets Pencil drawings and oil pastel drawings of spring flowers from still life Making traditional Easter decorations, based on the traditions of different nations.</p>	<p>Self portraits based on Kehinde Wiley's work. Mixed media: observational drawings of flowers/ plants, photography and cutting/ sticking photocopies of drawings/ paintings to create a repeat background. Using natural objects to make abstract patterns/</p>	<p>Designing and making moveable toys. Designing and making baby toys: incorporating sewing. Learning new songs and dances for summer performance to parents. Paintings of forest based on originals by Klimt.</p>

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	<p>Telling own 'Once Upon a Time.....' stories</p> <p>Start/ stop games with percussion instruments.</p> <p>Painting of self-portraits.</p> <p>Large scale collage of local area, using photographs chn have taken as a starting point.</p> <p>Paintings exploring colour and shape, using Kandinsky's circles as a starting point.</p>	<p>and acting out camping trips.</p> <p>Acting out Hansel and Gretel in forest area</p> <p>Telling own 'One dark night.....' stories</p> <p>Firework paintings using splatter method.</p> <p>Paintings of starry nights, using Van Gogh as a starting point.</p> <p>Learning and performing Christmas songs</p> <p>Using bells and chimes to accompany Christmas songs: playing a steady beat.</p>	<p>Group Chinese dragon dancing.</p> <p>Telling our own 'In a faraway land.....' stories.</p> <p>Making settings and puppets to act out above, using puppet theatre.</p> <p>Using watercolours to create our own 'magic paintbrush' paintings</p> <p>3D sculptures, using Ai Weiwei's ceiling snake sculptures as a starting point.</p>	<p>Creating an Easter tree to display decorations.</p> <p>Lifecycle dances based on caterpillar/ butterfly life cycle</p> <p>Telling own stories, with pictures of eggs as a starting point.</p>	<p>collages and photographing them.</p> <p>Using natural/ found objects to imprint into clay.</p> <p>Making soundtrack/ sound map to the story of Jack and the beanstalk, using percussion instruments.</p> <p>Telling own 'Once upon a time.....' stories.</p> <p>Acting out above in groups.</p>	<p>Telling own' One night, the (toy) came alive and.....' stories.</p> <p>Making sets and puppets to act out.</p>
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