



EYFS Curriculum Overview LTP

v	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
Learning Unit	Marvellous Me 	Terrific Toys 	Paws, Claws and Whiskers 	How Does Your Garden Grow? 	Once Upon a Time.... 	What a Wonderful World 
	My transition to school About me	My toys Christmas	My pets and favourite farm animals	My garden Easter	My favourite nursery rhymes and traditional stories	My community and people who help us My transition – moving on
Wider learning	Forest School- initial exploration of site and boundaries Explore the indoor and outdoor environment around school	Forest School- Autumnal activities and sensory activities/exploration Visit from Father Christmas Christmas Crafts	Forest School-Seasonal activities and sensory activities/exploration Staff to bring in pets	Forest School- Springtime activities and sensory activities/exploration Easter Egg Hunt Sensory garden	Forest School- Minibeasts and Summer growth and sensory activities/exploration Princess Day	Forest School- Caterpillars and butterflies and sensory activities/exploration Visits from people who help us e.g. dentist, fire, police
Special Events	Transition/stay and play Diwali	Nursery Rhyme Week Bonfire Night 5 th November	Chinese New Year Children’s Mental Health Week	Mother’s Day Eid Easter		Father’s Day
Focus Texts	Peekaboo Mirror Baby by Campbell books Head Shoulders Knees and Toes See, Touch, Feel: A first sensory book to share with your baby I Love My Mummy: A Push, Pull, Slide Book First Festivals Divali	Kipper’s Toybox by Mick Inkpen Playtime Peekaboo Noisy Toys Peekaboo Busy Day Father Christmas by Penguin Books Busy Day Series That’s Not My Christmas Tree by Fiona Watt	That’s Not My Puppy by Fiona Watt PETS (Look & Learn) National Geographic Kids (non-fiction) Noisy Farm by Rod Campbell Noisy Zoo by Usbourne Books Guess who Ocean Friends by Jodie Shepherd Maisy’s Chinese New Year by Lucy Cousins	Spots First Walk by Eric Hill. Spot Goes to the Park by Eric Hill The Very Hungry Caterpillar Easter Egg Hunt by Eric Carle	Three Little Pigs The Three Billy Goats Gruff Goldilocks The Gingerbread Man	First Time Dentist by Jess Stockham Busy Day – Police Officer by Penguin books Busy Day series DK -Noisy Fire Engines Peekaboo book I love my teacher by Giles Andreae Maisy goes to hospital by Lucy Cousins
Makaton	Core: hello, good morning, good afternoon, goodbye, yes, no, Topic linked: home, Mummy, Daddy, brother, sister, baby, me	Core: drink, food/eat, toilet, more, good, sit, now, next Topic linked: car, teddy, doll, book, ball	Core: dinner, chair, table, please, thank you, come Topic linked: dog, cat, bird, horse, rabbit, chicken, pig, sheep, cow, fish	Core: here, go, more, look, see, come Topic linked: tree, flower, walk, run, dig, garden, water	Core: man, lady, boy, girl, where? what? Topic linked: bed, house, big, small, little, build, sad, strong, frightened, angry	Core: I, me, you, there, hot, cold, Ok Topic linked: doctor, police officer, firefighter, fire, children, school, teacher
Ongoing Support	All adults support through: *establishing and supporting routines and rules through classroom organisation, visuals, signs and modelling *intensive interactions * playing alongside and mirroring play *supporting regulation *delivering sensory circuits and OT programmes *supporting and developing pupils’ communication through effective modelling and use of Makaton, symbols, ALDs and symbol exchange *delivering SALT programmes *TACPAC *supporting and developing pupil independence					
Communication and Language	- Use their available senses to explore objects and object of reference cues. Respond to familiar voices and sounds by looking towards, smiling, quieting and vocalising. - Encounter objects of references and/or visuals to support following instructions and identifying preferences e.g. routines, now and next and choices for breakfast or snack. - Watch and listen to others, copying some behaviours in their own play. - Begin to tolerate others being in their space e.g. playing near or when sitting together during group time. - Shows early awareness of activities and experiences of interest to them e.g. attending briefly to an object, event or person or attending longer for interesting and motivating objects, songs and people. - Watch and copy Makaton signing in the context of greetings, songs and requests. - Watch and copy single request symbol use with adult support. - Make choices between two concrete objects to indicate a want, need or preferences with adult support. - Shares own feelings and experiences through facial expression, eye contact, actions, gestures or vocalisations. - Begins to respond to own name. - Begins to respond to simple instructions linked to routines with adult modelling.		- Use their available senses to explore objects and experiences with interest and some supported participation with others. Children may respond in a range of preferred ways. - Copies gestures and Makaton signs as part of games, familiar routines, song and rhymes. - Tolerates playing alongside others and sitting with a group as part of routines – meals, group singing, Bucket time - Use voices, gestures, eye contact and facial expression to make contact with people or gain attention. - Show more awareness of symbols to support following instructions and identifying preferences e.g. routines, now and next and choices for breakfast or snack. - Starts to use more ‘words’ to communicate using preferred methods e.g. to request ‘more’ of something they enjoy or want more using actions, words, signs and/or gestures. - Indicate that they want actions to be repeated or stopped in preferred ways of communicating. - Recognise and respond to their own name more consistently. - Shows an awareness and interest in simple everyday words, signs/body signs and visuals relating to their daily routine. - Uses preferred methods of communication to share objects, feelings and experiences that are of interest to them e.g. using facial expression, eye contact, actions, signs, symbols, gestures or vocalisations. - Make choices between two concrete objects or symbols to indicate a want, need or preferences with adult support. - Follows simple instructions linked to routines with adult support. - Copies or initiates a single request using symbols.		- Use their available senses to engage in shared exploration of a range of objects and experiences, responding in preferred ways of communicating. - Copies and uses Makaton signs as part of games, familiar routines, song and rhymes. - Shows awareness of routines and can anticipate what will happen next. - Plays alongside others and sits as part of a group with minimal adult support – meals, group singing, Bucket time. - Can attend to motivating objects, events and people for increasing periods e.g. Bucket time, bubble play - Recognises and uses some symbols as part of everyday routines, following instructions and identifying preferences e.g. routines, now and next and choices for breakfast or snack. - Uses vocal sounds that are more speech like and are recognisable as words. - Imitates gestures, actions, signs and/or words when prompted by an adult. - Watches people and events for longer periods. - Tolerates playing alongside others and sitting in a group for longer periods. - Finds familiar objects when asked. - May actively seek out familiar people, experiences or objects to attend to or interact with. - Explore, experience and respond to who and what questions in different contexts. - Follows simple instructions linked to routines with increasing independence. - Makes choices between two concrete objects or symbols to indicate a want, need or preferences with some adult support.	
EYFS Communication and Language Outcomes						
Listening, Attention and Understanding: Children can respond to simple instructions relating to their daily routine. Children enjoy a repertoire of songs and rhymes with familiar actions. Children understand a range of everyday vocabulary supported with signs and visuals.				Speaking: Children can communicate using their preferred methods (words, visuals, signs, gestures). Children can engage with adults for a minimum of two minutes on a range of child initiated and adult led activities. Children can take turns with adults and/or other children using conversation like behaviour. Children can participate in small groups with adult support.		



EYFS Curriculum Overview LTP

	Autumn 1 Marvellous Me	Autumn 2 Terrific Toys	Spring 1 Paws, Claws and Whiskers	Spring 2 How does your garden grow?	Summer 1 Once Upon a Time	Summer 2 It’s a Wonderful World						
Personal, Social and Emotional Development	- Shows awareness of, and is responsive to, familiar adults in school when transitioning from family to key person. - Becomes more aware of their relationships to the adults and peers in the classroom - Uses a familiar comfort toy or object to help calm or soothe in an unfamiliar environment. - Shows an interest in familiar and new objects and toys, demonstrating curiosity when exploring. - Shows awareness of the activity of others. - Seeks out adults when upset. - Able to wait for ‘go’ during ready steady go games. - Expresses some feelings through their actions, expressions, vocalisations and responses to stimuli.		- Returns to the secure base of a familiar adult to gain emotional support when upset or frustrated. - Show awareness of and interest in their peers. - Explore and enjoy simple interactive toys, experiences and games. - Tolerant of adults joining their play for shorts periods. - Expresses a wide range of feelings through their actions, expressions, vocalisations and responses to stimuli. - Begin to take turns with adult support but do not understand the idea of sharing. - Uses experiences of adults to support and guide their relationships with others. - Complete simple, short, preferred activities. - Tolerate others and begin to show cooperative type behaviours in play with adult support.		- Initiate social games following experiencing it and modelling from an adult e.g. holding out hand for ‘round and round the garden’. - Play by focusing their attention on the same toy as another child. - Watch the emotional reactions of others during different situations. - Respond to simple boundary instructions e.g. stop, finished, wait (staff use Makaton, symbols and words). - Accept help from an adult to calm when upset, frustrated or over stimulated. - Begin to tolerate some situations in which their wishes cannot be met with adult support. - Sustain interaction with familiar adults or peers for longer periods. - Explore and show an awareness of some activities that support their own well-being e.g. physical activity, hand washing toothbrushing. - Enjoys playing alone, alongside others and in a small group. - Able to communicate preferences in preferred ways (pointing to objects/symbols, use of Makaton e.g. ‘more/ ‘yes’ / ‘no’).							
	EYFS Personal, Social and Emotional Development Outcomes											
	Self-Regulation Children can co-regulate with adult support and can indicate when they might need support. Children can show consistent preferences. Children can identify some emotions and are beginning to manage their feelings with support.		Managing Self Children build resilience to persist in the face of challenge and will keep trying. Children can wait short periods for favourite activities and routines. Children can demonstrate an early understanding of personal hygiene (hand washing, teeth brushing).		Building Relationships Children can form positive attachments to adults and interact for increasing periods of time. Children can join in with others and show some sharing behaviours with support.							
	Physical Development	Gross motor Enjoy emptying, pouring and transporting different containers. Adjust the size of their steps to negotiate obstacles. Walk with increasing speed. Run forwards with purpose. Explore and play with balls of different sizes. Sit on and move on wheeled toys. Moves freely to music. Fine motor Stack shapes and blocks. Explore and manipulate toys and objects with their hands. Drop blocks through a large hole and push shapes into inset puzzles. Press objects into dough. Thread large beads onto firm objects. Make marks with hands through sensory exploration of different materials. Health and hygiene Tolerates adult-led hygiene routines (e.g. wiping nose, washing hands). Begins to recognise some personal hygiene needs through non-verbal signs (e.g. facial expressions, gestures). Enjoys familiar foods and tolerates encountering different foods. Encounters some different sensory materials.		Gross motor Explore pushing and pulling movements with toys and objects. Walk around the corridor, walk upstairs or play equipment with support e.g. holding onto an adult. Explore climbing safely on equipment. Attempt to jump. Sit on a trike and power it with their feet. Walk, slide, crawl or balance on low beams. Roll or throw different balls and attempts to catch a large ball. Copies moves to music. Fine motor Explore and attempt to pick up small objects using a pincer grasp. Remove pieces from inset puzzles and large pegs from a board. Squeeze, squash and pull apart dough. Push pegs into a peg board. Hold tools to make marks. Make marks using hands or tools – lines, circular scribbles. Health and hygiene Cooperates with hygiene tasks with adult support e.g. with brushing teeth, toileting, and dressing Shows early awareness of hygiene routines with prompts e.g. washing and drying hands after using the toilet with prompts, toileting, putting on shoes or clothing. Recognises and begins to communicate the need for help with some personal hygiene needs e.g. through gestures, signs, vocalisations, words. Explore some new textures and foods with adult support (e.g. could look at, smell, touch or taste).		Gross motor Move in a range of ways over and under different equipment. Roll, throw or kick different balls with some directional intent. Attempt to catch a large ball over several goes. Use pedals to power the bike with some directional intent. Attempt to jump, including jumping on the spot and jumping on and off equipment safely and with support. Move with some sense of rhythm to music. Fine motor Thread large items onto dowel sticks. Roll, pinch and shape dough. Make marks, scribble and start to make marks with intention. Make dots on paper. Use modified tools/equipment e.g. large tweezers or scissors. Children can draw a simple face or representation of a person. Copies some marks and letters. Health and hygiene Increasingly recognises and communicates personal hygiene needs e.g. through gestures, signs, vocalisations, words. Engages with hygiene tasks developing more independence e.g. with brushing teeth, toileting, and dressing Asks for help using preferred forms of communication. Explores some new textures and foods with minimal adult support.						
		EYFS PE lessons are focused on the incremental development of gross and fine motor skills, starting with sensory explorations and the building of core strength, stability, balance, spatial awareness, coordination, and agility. Over the academic year children experience and have opportunities to practice, develop and revisit handling different PE equipment and resources and movement in a range of ways, including moving to music.										
		Autumn 1 PE Focus – Coordination		Autumn 2 PE Focus - Dance and spatial awareness		Spring 1 PE Focus - Ball skills and handling		Spring 2 PE Focus – Coordination and balance		Summer 1 PE Focus – Functional movement and dance		Summer 2 PE Focus – Early athletic skill development
	EYFS Physical Development Outcomes											
	Gross Motor Skills Children can move in a variety of ways negotiating space (running, jumping, crawling and climbing). Children can use large muscle movements (waving, sweeping, throwing, kicking). Children can balance in a range of ways (beams, bikes and on one foot)						Fine Motor Skills Children can explore and use a range of tools with increasing control, intent and purpose (dough tools, pipettes, squeeze scissors, tweezers). Children can manipulate a range of resources (dough, buttons, threading beads). Children can use mark making tools, including starting to hold a pencil where appropriate. Children can make some marks with a range of media and materials with increasing control.					



EYFS Mathematics Outcomes	
---------------------------	--



EYFS Curriculum Overview LTP

Hear and say number names Children listen to and begin to say number names through songs, play, and everyday routines. Begin to order number names Children start to sequence number names in familiar contexts, with adult support. I see 1, 2, 3 Children notice and recognise small quantities in their environment and play. Explore and build with shapes and objects Children explore, handle, and combine shapes and objects to build and create. Explore repeats Children experience repeating patterns through movement, sound, and objects. Join in with repeats Children begin to copy and continue simple repeating patterns with support. More than, fewer than, same Children explore early comparison language when looking at groups of objects. Explore position and space Children explore positional language through movement, play, and real-world experiences.			Show me 1, 2, 3 Children respond to number prompts by selecting or indicating small quantities. Move and label 1, 2, 3 Children use movement and talk to represent and label small numbers. Take and give 1, 2, 3 Children begin to count out and exchange small quantities in play. Explore own first patterns Children create simple patterns using movement, sounds, or objects. Match, talk, push and pull Children explore matching and early comparison through hands-on play and language. Lead on own repeats Children independently initiate and extend simple repeating patterns. Compare and sort collections Children sort objects into groups and begin to compare quantities. Explore position and routes Children explore spatial language by navigating routes and spaces in play.			Talk about dots Children talk about quantities they can see, using dot patterns and visual prompts. Make games and actions Children create and follow simple number-based games and action routines. Show me 5 Children recognise and respond to quantities up to five. Stop at 1, 2, 3, 4, 5 Children count in order and stop at a given number within five. Making patterns together Children create and continue patterns collaboratively with others. My own pattern Children independently create and explain simple repeating patterns. Match, sort, compare Children match, sort, and compare objects by simple properties and quantity. Start to puzzle Children begin to solve simple problems and puzzles through trial, exploration, and talk.		
Children know a range of number songs to five/ten. Children can use early one to one correspondence skills to count five objects with increasing accuracy.								
Understanding the World	Past and present Look at and respond to their own picture or reflection through gesture, expression, eye movement or vocalisation. Recognise some familiar and personal objects. Recognise and respond to people who are familiar to them. Look at photos from the past and the present (their baby photos and baby photos of parents/grandparents/staff in school).	People, culture and communities Participate in celebrations with support. Join in with special celebrations, customs or routines. To look at photos, pictures and videos of different people and families e.g. celebrating different occasions Show awareness of different celebrations e.g. through watching a short video from a religious celebration or event. Look at some special places e.g. church	The Natural World Look at and respond to pictures and videos of pets and other animals. Listen and respond to stories about pets and other animals. Show interest and curiosity about new experiences e.g. visit from the school dog or other animals. Show care for animals with adult support. Use their senses when exploring new experiences e.g. listening to animal sounds, sensory stories, interacting with animals.	The Natural World Explore plants using their senses, including flowers and different fruits. Explore what is needed to plant a seed. Observe plants growing and explore the different parts of a plant. Take and look at pictures of plants when exploring the school grounds and in Forest School. Listen and respond to stories, pictures and videos about plants, and outdoor places (garden, park).	Past and present Look at books with different characters and settings (to support learning about the past). Look at images and objects from the past and present linked to traditional stories e.g. mixing by hand and electric mixer, traditional cottage/kitchen compared to modern house/kitchen. Listen as an adult talks about a photograph or picture. Actively explore different materials and artefacts for longer periods.	People, culture and communities Show curiosity about others (including different occupations). Explore different places through play experiences, small world toys, objects, books, videos and pictures (e.g. dentist, doctors, school). Develop a sense of the world around them e.g. through learning about important members of society such as police officers, nurses and firefighters. Listen to stories that help them explore our socially diverse world.		
	Encounter a range of familiar and unfamiliar objects and experiences that help them to develop their sense of the world around them. Encounter songs and stories to develop their awareness of the world around them. Encounter different religions and cultures through their exploration of objects, experiences, songs and stories. Encounter their outdoor environment in different weathers (Forest School).	Encounter a range of objects (natural and man-made) and experiences that develop their sense of the world around them. Begin to show some awareness of the world around them through the experience of different songs and stories e.g. toys and people linked to topic. Develop a sense of the world around them through exploration of toys and how they work e.g. pressing parts or lifting flaps to achieve effects such as sound and movement. Encounter different religions and cultures through their exploration of objects, family experiences, songs and stories. Encounter their outdoor environment, becoming aware of different weather (Forest School).	Show awareness through exploration of a range of objects (natural and man-made) and experiences that develop their sense of the world around them. Listen to and engage with songs and stories to widen their experiences of the world around them. Show an awareness of some different religions and cultures through exploration of different people, objects, events, stories and songs. Show awareness of seasonal change through exploration of the outdoor environment in different weather (Forest School).	Show awareness through exploration of a range of objects (natural and man-made) and experiences that develop their sense of the world around them. Listen to and engage with songs and stories to widen their experiences of the world around them. Show an awareness of some different religions and cultures through exploration of different people, objects, events, stories and songs. Show awareness of seasonal change through exploration of the outdoor environment in different weather (Forest School).	Explore and respond to a range of objects (natural and man-made) and experiences that develop their sense of the world around them. Listen and respond to songs and stories with increasing engagement and response to widen their experiences of the world around them. Show an interest in different people’s lives, cultural experiences and religions through exploration of people, objects, events, stories and songs. Show an increasing interest in changes in their outdoor environment as they experience it in different weathers (Forest School).	Explore and respond to a range of objects (natural and man-made) and experiences that develop their sense of the world around them. Listen and respond to songs and stories with increasing engagement and response to widen their experiences of the world around them. Show an interest in different people’s lives, cultural experiences and religions through exploration of people, objects, events, stories and songs. Show an increasing interest in changes in their outdoor environment as they experience it in different weathers (Forest School).		
EYFS Understanding the World Outcomes								
Past and Present Children can recognise familiar adults (family members, teacher). Children can start to explore the past through stories, objects and pictures. Children can respond to everyday routines.		People, Culture and Communities Children can start to make sense of the world around them and develop an awareness of their immediate environment (home, class, school, Forest School, outdoor play area). Children can start to explore how different people live through personal experiences and the experiences of their family, other families and other people. Children can experience and explore different people and cultural or religious celebrations.			The Natural World Children can show interest and explore natural objects (leaves, twigs, sticks, flowers). Children can show awareness of animals and some basic features through observations of animals in real life, pictures, photos, videos and small world play. Children can explore and begin to notice some seasonal changes when outside (weather).			



EYFS Curriculum Overview LTP

Expressive Arts and Design	• Enjoys familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Experience and respond to songs, sounds and movements. • Explore and express themselves through actions and sounds. • Explore and experiment with a range of materials and coloured objects through multi-sensory exploration. • Explore the effect of their actions on materials e.g. paint with their hands and bodies. • Explore interlocking shapes and blocks and attempt to connect. • Explore stacking blocks.	• Copy and join in with songs and rhymes through actions, gestures, vocalisations. • Copy and create some sounds, movements and actions when listening and joining in with songs, rhymes and dances. • Copy and create rhythmical and repetitive sounds and movements e.g. use a beater or shake an instrument. • Explore and experiment with a range of tools through multi-sensory exploration. • Explore and interact with objects and people. • Explore colours and patterns and make marks with hands and/or tools with increasing control and intent. • Begin to stack and balance blocks with more accuracy.	• Experiment with a range of sounds and whole-body movements through multi-sensory exploration. • Engage with sensory resources, responding to sensations and emotions through actions, gestures, vocalisations or words. • Selects instruments and other resources to make sounds. • Copy and respond to objects, movements and music more imaginatively with adult support e.g. stomping like a dinosaur • Explore media and materials e.g. paint with brushes and tools. • Begin to use tools and materials more purposefully. • Children can explore a range of sound makers and play them in different ways e.g. loud/quiet, quick/slow, stop/go. • Join construction resources by stacking, balancing and connecting.
EYFS Expressive Arts and Design Outcomes			
Creating with Materials Children can explore and use a range of media, materials and tools with some adult support. Children can build their own structures. Children can demonstrate some role-play actions e.g. through pretend play in the home corner		Being Imaginative and Expressive Children can join in with well-known songs and nursery rhymes (gestures, actions, movements, words, signs). Children can respond to and create sounds using objects and instruments. Children can respond to different music, through movements, actions, gestures and expressions, and show some preferences.	

Overall, we are aiming for the following outcomes for our children in Saplings:

- ✓ are willing to try new experiences, are curious and inquisitive
- ✓ develop self-help skills which enable greater independence
- ✓ develop positive relationships
- ✓ develop their communication skills
- ✓ will seek the support of others appropriately