



# Glenmere Community Primary School EYFS Curriculum Overview 2023-24

Curriculum Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<b>This is Me</b>  <b>Bookworms</b>	<b>Woods, Worms and Wandering Wellies</b>  Autumn Explorers Broomsticks, Pumpkins and Potions  <b>It's Beginning to Look a Lot Like Christmas</b>  Winter Explorers	<b>Dear Zoo</b>  African Adventures	<b>Old McDonald Had a Farm</b>  Food Glorious Food  <b>Spring into Action</b>  Spring Explorers Growing	<b>Legs, Wings and Leaves</b>  Minibeasts, Dinosaurs, Plants and their Lifecycles  Summer Explorers	<b>Sun, Sea and Sand in Our Toes</b>  Commotion in the Ocean  <b>Moving on Up</b>  Hopes and Dreams for Year 1
Focus texts - T4W	Goldilocks and the three bears  The Red riding hood	Room on the broom  We're going on a bear hunt  The Gruffalo	Dear zoo  Handa's surprise	Rosie's walk  Farmer Duck	The very hungry caterpillar  Jack and the beanstalk	Sharing a shell  Commotion in the ocean
Remembrance, Celebrations and Festivals Around the World	Roald Dahl Story Day (13 <sup>th</sup> Sept)  Jeans for Genes World Mental Health (13 <sup>th</sup> -19 <sup>th</sup> Sept)  Grandparents Day UK (1 <sup>st</sup> Oct)  World Dyslexia Awareness Day (4 <sup>th</sup> Oct)  World Space Week (4 <sup>th</sup> - 10 <sup>th</sup> Oct)	Halloween (31 <sup>st</sup> Oct) Bonfire Night (5 <sup>th</sup> Nov)  Remembrance Day (11 <sup>th</sup> Nov)  Diwali (12 <sup>th</sup> Nov)  Children in Need (17 <sup>th</sup> Nov)  Anti-Bullying & Road Safety Week (13 <sup>th</sup> - 17 <sup>th</sup> Nov)  St Andrew's Day (30 <sup>th</sup> Nov)  Christmas Jumper Day (7 <sup>th</sup> Dec)  Hanukkah	Winnie the Pooh Day - Author A. A. Milne (18 <sup>th</sup> Jan)  National Storytelling Week (30 <sup>th</sup> Jan-5 <sup>th</sup> Feb)  Chinese New Year (10 <sup>th</sup> Feb) (Year of the Dragon)  Safer Internet Day (6 <sup>th</sup> Feb)  St Valentines Day (14 <sup>th</sup> Feb)	Pancake Day (21 <sup>st</sup> Feb)  St David's Day (1 <sup>st</sup> March)  World Book Day (7 <sup>th</sup> March)  Mother's Day (10 <sup>th</sup> March)  St Patrick's Day (17 <sup>th</sup> March)  Red Nose Day (17 <sup>th</sup> March)  Holi (24 <sup>th</sup> - 25 <sup>th</sup> March)  Easter	Earth Day - Save our planet (22 <sup>nd</sup> April)  St Georges Day (23 <sup>rd</sup> April)  Screen-Free Week (6 <sup>th</sup> - 12 <sup>th</sup> May)  Walk to School Week (20 <sup>th</sup> - 25 <sup>th</sup> May)	World Oceans Day (8 <sup>th</sup> June)  Father's Day (16 <sup>th</sup> June)  Make Music Day (21 <sup>st</sup> June)



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		(7 <sup>th</sup> Dec – 15 <sup>th</sup> Dec)  Christmas Day (25 <sup>th</sup> Dec)		(31 <sup>st</sup> March)  World Autism Awareness Day (2 <sup>nd</sup> April)		
English						
<b>Communication and Language</b>  Progression of Skills Roadmap  <b>Schemes</b>  Book Talk Talk for Writing	To start and continue a conversation with children and adults.  Use sentences of up to 6 words.  Understand a two-part instruction.  Understand why questions.  Enjoys stories and can remember most of what happens.	Understand how to listen carefully and know why listening is important.  Engage in story time.  To have a repertoire of songs and stories that they can re-enact.  Describe events in some detail.  Learn new vocabulary.  Develop social phrases.	Listen carefully to rhymes and songs, paying attention to how they sound.  Listen to and talk about stories to build familiarity and understanding.	Use new vocabulary through the day.  Connect one idea or action to another using a range of connectives.	Learn rhymes, poems and song.  Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.  Ask questions to find out more and to check they understand what has been said to them.  Use new vocabulary in different contexts.	Articulate their ideas and thoughts in well-formed sentences.  Retell a story, once they have development a deep familiarity with the text; some as exact repetition and some in their own words.  To engage and talk about non-fiction books to deepen knowledge and vocabulary.
<b>Reading</b>  Progression of Skills Roadmap  <b>Schemes</b>  Rocket Phonics Book Talk Talk for Writing	Can hear words that rhyme e.g. in a story or song.  Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the name of the different parts of a book.  Recognise words with the same initial sound.	Recognise all Set 1 sounds introduced.  Blend to read words using Set 1 sounds introduced.	Read simple phrases and sentences made up of Set 1 sounds.	Start to re-read books to build their confidence and fluency.  Demonstrate understanding of what has been read to them by retelling stories and narratives.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Anticipate – where appropriate – key events in stories.  Recognise Set 2 sounds (at least 10 digraphs)	Read words consistent with their phonic knowledge by sound-blending.  To read 45 Reception words by sight.  To read with a good level of fluency, books that contain Set 1 and 2 sounds and words (HF words being read by sight on most occasions).



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	Counts or claps syllables in a word.  Beginning to orally blend CVC words.					
Rocket Phonics Knowledge Progression	Rocket Phonics Sounds s, a, t, i, p, n, m, d, g, o, c, k	Rocket Phonics Sounds ck, e, u, r, h, b, f, ff, l, ll, ss	Rocket Phonics Sounds j, v, w, k, x, y, z, zz, z as in bugs, qu	Rocket Phonics Sounds ch, sh, th as in thumb and th as in feather, ng, ai, ee, igh, oa oo as in book and oo as in moon	Rocket Phonics Sounds ar, or, ur, ou, ow as in owl, oi, ear, air, ure, er	Rocket Phonics Sounds wh as in wheel, ph as in dolphin, ay as in crayon, a-e as in cake, a as in acorn, e-e as in scene, i-e as in shield, ea as in peach
	Rocket Phonics Sight Words I, the, go, to, no, into		Rocket Phonics Sight Words He, she, we, me, be, was, my, you, her, they, all, are		Rocket Phonics Sight Words Some, one, said, come, do, so, were, when, have, there, out, like, little, what	
Writing  Progression of Skills Roadmap  Schemes  Rocket Phonics Talk for Writing	Holds a pencil correctly.  Has a dominant hand.  Draws pre-writing shapes.  Writes some or all of their name.	Traces letters with good control.  Hears and writes the initial sounds in words.  Beginning to segment the sounds in words to write CVC words.	Independently segments the sounds in words to write CVC words.  Forms lower-case letters correctly.	Forms capital letters correctly.  Orally rehearses and writes a simple caption.	Spells all phase Set 1 and some Set 2 sight words correctly in their writing.  Writes sentences that can be read by themselves and others.	Writes short sentences using capital letters, finger spaces and full stops.  Begins to make suggestions as to how their work could be improved.
Author of the half term	Mick Inkpen	Jill Murray	Kjartan Poskitt	Nathan Byron	Jane Porter	Giles Andreae
ELG Communication and Language	Listening, Attention and Understanding			Speaking		
	<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences,</li> </ul>		



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	• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
ELG Physical Development	Fine Motor					
	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.					
ELG Literacy	Comprehension		Word Reading		Writing	
	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.		• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	
ELG Expressive Arts and Design	Creating with Materials			Being Imaginative and Expressive		
	• Make use of props and materials when role playing characters in narratives and stories.			• Invent, adapt and recount narratives and stories with peers and their teacher.		
Maths						
Maths Progression of Skills	Fast recognition of up to 3 objects (subitising). Carefully count objects to 5.  Show finger numbers up to 5.  Link numerals and amounts up to 5.  Recite numbers to 5.	Solve real world mathematical problems with numbers up to 5.  Carefully count objects to 10 (1:1 correspondence).  Compare amounts using the language 'more' and 'fewer'.	Recognise different representations of numbers to 10 (including numerals).  Subitise amounts up to 5. Begin to recognise larger numbers as '5 and .... more'.  Explore the composition of numbers to 10 using manipulatives.	Know one more/one less than numbers to 10 and understand the relationship between consecutive numbers.  Automatically recall some number bonds to 5.  Compare length, weight and capacity.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Verbally count beyond 20, recognising the pattern of the counting system.  Automatically recall some doubles.	Represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally.  Automatically recall some number bonds within 10.



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	<p>Know that the last number reached when counting a small set of objects tell you how many there are in total.</p> <p>Understand position (through words).</p>	<p>Create ABAB patterns + correct an error in a repeating pattern.</p> <p>Know one more/one less than numbers to 5.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p>		<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>		
<p><b>Scheme</b></p> <p>White Rose Maths</p>	<p>Match, sort and compare amounts</p> <p>Talk about measure and patterns</p> <p>It's me 1, 2, 3</p>	<p>It's me 1, 2, 3</p> <p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p> <p>Time and positional language</p>	<p>Alive in 5!</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8.</p> <p>Length, height and time</p>	<p>Building 9 &amp; 10</p> <p>Exploring 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p>	<p>Visualise, build and map</p> <p>Making connections</p> <p>Children's needs</p>
<p><b>ELG Maths</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li></ul>			<p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>		
<p><b>PSHE/RSE</b></p>						
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Health and Well-Being</b></p>		<p><b>Relationships</b></p>		<p><b>Living in the Wider World</b></p>	



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Understanding the World	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships and Valuing Difference	Rights and Responsibilities	Money
<p>Progression of Skills</p> <p><b>Scheme</b> PSHE Association</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: personal hygiene; regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine.</p> <p>Know how to manage their own basic hygiene and personal needs, including dressing and going to the toilet independently.</p> <p>Understand and talk about the importance of healthy food choices and how they can make</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>To talk about their bodies and understand the similarities and differences in the bodies of others.</p> <p>Know that every single body is unique and special.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Know and understand how to negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Know and talk about how to be a safe pedestrian.</p> <p>Know and talk about internet safety. Know how to seek help when engaging with different types of technology.</p>	<p>Know how to express their feelings and consider the feelings of others.</p> <p>Know and talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know and talk about positive and negative feelings.</p> <p>To know how to tell others when they like/dislike something.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Know and understand the differences between people and think about the perspectives of others.</p> <p>Know how to express their ideas and feelings about their experiences.</p> <p>Know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show</p>	<p>Know how to work and play cooperatively and take turns with others.</p> <p>Know how to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Know how to use talk to work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>Know and talk about the meaning and importance of friendship.</p> <p>Know how to build constructive and respectful relationships with people who are different.</p> <p>To show sensitivity to their own and others' needs.</p> <p>To understand and respect differences in family situations.</p>	<p>To develop their sense of responsibility and membership of a community.</p> <p>To show interest in different occupations.</p> <p>To talk about the lives of people around them and their roles in society.</p> <p>To see themselves as a valuable individual.</p> <p>To know and talk about their individuality and respect the differences of others.</p> <p>To know and respect that different rules and habits apply when it comes to nudity and privacy. To understand that rules and habits can differ per situation.</p>	<p>To recognise what money looks like.</p> <p>To begin to understand what money is used for.</p> <p>To begin to understand that not all people have money and privileges we have.</p> <p>To develop an awareness of charities and how these help others.</p>



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	better choices for themselves.			independence, resilience and perseverance in the face of challenge.	<p>To know and talk about people who have different beliefs and celebrate special times in different ways.</p> <p>To form positive attachments to adults and friendships with peers.</p> <p>To talk about and identify bullying.</p> <p>To understand the impacts of bullying and how to seek help.</p>		
<b>PSHE Scheme - Jigsaw</b>  <b>RSE Scheme - Spring Fever</b>	<b>Jigsaw Being Me in My World</b> <ol style="list-style-type: none"> <li>Who...Me?!</li> <li>How Am I Feeling Today?</li> <li>Being at School</li> <li>Gentle Hands</li> <li>Our Rights</li> <li>Our Responsibilities</li> </ol>	<b>Jigsaw Celebrating Difference</b> <ol style="list-style-type: none"> <li>What am I Good at?</li> <li>I'm Special, I'm Me!</li> <li>Families</li> <li>Houses and Homes</li> <li>Making Friends</li> <li>Standing up for Yourself</li> </ol>	<b>Jigsaw Dreams and Goals</b> <ol style="list-style-type: none"> <li>Challenge</li> <li>Never Giving Up</li> <li>Setting a Goal</li> <li>Obstacles and Support</li> <li>Flight to the Future</li> <li>Footprint Awards</li> </ol>	<b>Jigsaw Healthy Me</b> <ol style="list-style-type: none"> <li>Everybody's Body</li> <li>We Like to Move it Move it</li> <li>Food Glorious Food</li> <li>Sweet Dreams</li> <li>Keeping Clean</li> <li>Stranger Danger</li> </ol>	<b>Spring Fever</b> <ol style="list-style-type: none"> <li> <b>Who am I?</b> <p>To explore and understand my own body and those of others.</p> <p>To understand similarities and differences between the physical features of my body and those of others.</p> <p>To understand every single body is unique and special.</p> <p>To know and understand my own individuality.</p> <p>To understand and respect individual differences.</p> </li> <li> <b>What do I feel?</b> </li> </ol>		



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					<p>To understand positive and negative feelings when touching and feeling different objects and certain parts of my body.</p> <p>To understand how to express when I like or dislike something feels.</p> <p><b>3. Being naked</b></p> <p>To understand there are different rules and habits when it comes to nudity and privacy.</p> <p>To understand and respect that rules and habits can change in different situations.</p> <p><b>4. At home</b></p> <p>To understand and respect differences in families.</p> <p><b>5. We are friends</b></p> <p>To understand the meaning of friends and friendship.</p> <p>To know and understand how to become friends with children who are different.</p>	
<b>No Outsiders: Everyone Different, Everyone Welcome</b>	<b>To choose what I like</b>  To be able to choose and express what they like.  To ask others what they think.	<b>It's ok to like different things</b>  To know and understand that liking different things is ok.	<b>To say hello</b>  To know that the children in my class are all different.  To know how to make friends with different people.	<b>All families are different</b>  To know who is in my family.  To understand all families are different.	<b>To celebrate my family</b>  I know the people in my family are special.  To know and talk about who loves me.	<b>To make a new friend</b>  To know everyone is different in my class.  To know how to make friends with anyone.





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		To understand that liking different things to others doesn't matter when it comes to friendship.				
ELG Personal, Social and Emotional Development	Self-Regulation		Managing Self		Building Relationships	
	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• 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.</li></ul>		<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>		<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>	
ELG Understanding the World	Past and Present			People, Culture and Communities		
	<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li></ul>			<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li></ul>		
Personal Growth						
Personal, Social and Emotional Development	Year A					
	The Right To Be Me	Value of money	Colours of the rainbow	Food glorious food	Commitment and determination	Positivity
	Human Rights - moral Responsibility	Financial Capability	Diversity	Sustainability		
	Understanding the World					
Progression of Skills	Begin to understand fairness, the need to care for other people	Begin to understand the value of money such as budgeting and spending.	Understand how everyone's life may be different.	Understand food is a basic requirement of life.	To develop an ability to show resilience with different practical challenges.	To begin to demonstrate a commitment to their own personal growth. (e.g. use growth mindset language).



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	<p>and the environment, and to be sensitive to the needs and views of others.</p> <p>Children listen to and discuss stories from different countries about issues of right and wrong, the needs of others and how we can help one another.</p> <p>Understand the basic needs for human life.</p>	<p>Begin to understand how we can use money effectively.</p> <p>Begin to name and describe different coins and notes.</p> <p>Understand the exchange of coins and notes for goods.</p> <p>To know and understand we can spend money in different places and on different things.</p>	<p>Understand that people grow up in different backgrounds and countries.</p> <p>Understand some people have a strong cultural Belief that is important to them.</p> <p>Understand and appreciate similarities and differences around the world.</p> <p>Understanding the importance of respecting differences in culture, customs and traditions.</p> <p>Develop a sense of awe at the variety of peoples and environments around the world.</p> <p>Begin to develop awareness of diversity of peoples, places, cultures, languages and religions.</p> <p>Understand the uniqueness and value of every person.</p> <p>Learn to respect similarities and differences between themselves and others.</p>	<p>Understand that we need food to grow, be active and maintain health.</p> <p>Learn to recognise and sort foods into healthy and unhealthy groups.</p> <p>Identify and talk about a range of fruits and vegetables.</p> <p>Be able to talk about foods they like and dislike and why.</p> <p>Know and talk about the food that they eat during special occasions or cultural celebrations? (E.g. birthday, Eid, etc.)</p> <p>To experiences and try new foods and talk about where they come from.</p>	<p>Understand when trying something new, like climbing over a beam, that it doesn't matter if you fall off, you can try again.</p> <p>Understanding how their hard work helps them to make progress.</p> <p>Opportunities to tackle challenges: threading beads, making clay model, walking over a bench, weaving ribbons, catching a ball etc.</p> <p>To begin to understand and talk about how they feel when things go wrong, when they tried hard and when they achieved their goal.</p>	<p>To identify and label a range of emotions.</p> <p>To talk about how they and others show feelings.</p> <p>To talk about their own and others' behaviour and consequences.</p> <p>To talk about the impact that external factors have on their emotions.</p> <p>To begin to negotiate and solve problems without aggression. (e.g. talk to an adult, finding a compromise).</p> <p>Show emotions in role play and through the use of puppets.</p>
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Year B						
Garden to Plate	Peace and Conflict	Investors	Planet Heroes	Escape Rooms	Failing Greats	
Sustainability	Social Responsibility	Financial Capability	Environmental Sustainability	Resilience and Cooperation	Dreams and Aspirations	
Cooking and growing food.	Understand what conflict is.	Develop an understanding of how to use money effectively.	Understanding the things that affect their immediate, local and global environment.	Develop resilience skills with different practical activities linked to the idea of escape rooms.	<b>Dr Seuss</b> <b>Walt Disney</b>	
Understanding where different foods come from.	Know how own actions have consequences.	Understand how money can be made and lost.	To work on something that could improve their immediate, local or global environment.	Develop the skills in relation to decision making, problem solving and emotional regulation. This will include looking at breaking problems down into smaller steps - linking this to problems in everyday life.	Understand how making mistakes, help your brain grow.	
Understanding what processes food will have gone through before arriving on their plate.	Know some basic ways to avoid, manage and resolve conflict.	Understanding the importance of saving.	Develop appreciation of and care for, living things and own environment.	Identify emotions we might feel when we find something challenging.	Understand what makes a growth mindset.	
Understand the life cycle of plants and animals?	Participate in group activities.	Understanding good value for money.	Begin to recognise that they will need to use money in different ways.	Identify some good ways to deal with problems - e.g. instead of becoming annoyed, talk to an adult or ask for help.	Understand how they can learn from failure.	
Understand that all food comes from plants or animals.	Take turns and share.	Be able to name different ways money can be used E.g. saving, spending, giving.	Develop a sense of wonder and curiosity about the world.	Know that sometimes things go wrong and that's ok.	Understand how people in society may have failed before succeeding.	
Be able to describe how food makes the journey from farm to fork.	Manage disputes peacefully.	Begin to understand why money is used.	Understand the value of resources.	To have opportunities to make choices based on a problem.	Understand mindset is how you see the world.	
Understand what plants need to grow.			Develop a belief that everyone can do things to improve surroundings and support others.		Learn that effort, hard work, taking risks, practice, perseverance, determination all lead to success.	
Know that ingredients are available from a range of sources (shops, markets, grown at home).					Opportunities to try a variety of challenges each week where they will fail and need to try and try again.	



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	<p>Select and use appropriate tools needed for a recipe.</p> <p>Use tools effectively and safely.</p> <p>Identify and use the appropriate ingredients for a recipe.</p> <p>Understand the importance of basic hygiene tasks when preparing and eating food (e.g. wash hands).</p>					<p>Develop understanding of growth mindset.</p> <p>Learn about famous people that have had success and failure.</p> <p>Understand taking risks and trying new things is part of learning and growing.</p> <p>Understand how their efforts have contributed to achievements.</p> <p>Look at babies and how they learn to walk etc. Why don't babies give up?</p> <p>Challenge examples:</p> <p>Tallest Lego tower in 1 minute.</p> <p>Balancing scales with water.</p>
<b>ELG Personal, Social and Emotional Development</b>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in</li></ul>	<b>Managing Self</b> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>	<b>Building Relationships</b> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>			



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	activity, and show an ability to follow instructions involving several ideas or actions.				
ELG Understanding the World	Past and Present		People, Culture and Communities		The Natural World
	<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>		<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li></ul>		<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>
PE					
Physical Development	Ball Skills	Multi Skills	Gymnastics	Dance	Athletics
Progression of Skills	To develop a range of ball skills:	To move in a variety of ways:	<ul style="list-style-type: none"><li>• To develop overall body strength, balance, coordination and agility.</li></ul>	<ul style="list-style-type: none"><li>• Experiment with different ways of moving.</li></ul>	<ul style="list-style-type: none"><li>• To develop overall body strength, balance, coordination and agility.</li></ul>
Schemes					
Primary PE	<ul style="list-style-type: none"><li>• Throw to self, catching a soft ball/balloon.</li><li>• Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination).</li><li>• To control a ball whilst moving and changing direction.</li><li>• Explore throwing and catching of different types of balls.</li></ul>	<ul style="list-style-type: none"><li>• Experiment with different ways of moving (agility).</li><li>• Experiment with different ways of balancing.</li><li>• Experiment with different ways of throwing a moving ball with different body parts (co-ordination).</li><li>• Pass and manipulate a variety of PE resources.</li></ul>	<ul style="list-style-type: none"><li>• Confidently and safely use a range of large and small apparatus.</li><li>• Experiment with different space shapes.</li><li>• Experiment with different jumps.</li><li>• Experiment with different ways of rolling.</li><li>• Experiment with balancing on different body parts.</li><li>• Experiment moving along the floor in different ways.</li></ul>	<ul style="list-style-type: none"><li>• To move in time to music.</li><li>• Experiment with actions at different levels</li><li>• To develop a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</li><li>• Explore movement that expresses different characters or animals to the music.</li></ul>	<ul style="list-style-type: none"><li>• Experiment and manipulate a variety of PE resources.</li><li>• Experiment with different ways of throwing.</li><li>• Experiment with different ways of jumping.</li><li>• Work collaboratively with friends in a team - taking turns.</li></ul>



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	<ul style="list-style-type: none"> <li>• To pass with a partner in sequence (counting to 5 and 10).</li> <li>• To stop a ball with different parts of the body.</li> <li>• To kick the ball with feet to a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Move with different objects in their hands.</li> <li>• Follow a partner.</li> <li>• Work collaboratively with friends in a team - taking turns.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	
	<p style="text-align: center;"><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Match their developing physical skills to tasks and activities in the setting. E.g., they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. E.g., choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>				
<b>Skills Acquired Across the Year</b>	<p>Manage their own basic hygiene and personal needs, including dressing.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>To move energetically, demonstrating fundamental movement skills they have already acquired: rolling; running; crawling; hopping; walking; skipping; jumping; climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Create and work collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity.</p>				
<b>ELG Physical Development</b>	<p style="text-align: center;"><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> </ul>				



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• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

RE

Understanding the World	God (UC)	Incarnation (UC)	Salvation (UC)	Being Special (LAS)	Being Special (LAS)	Being Special (LAS)
Progression of Skills	Why is the word God so important to Christians?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in an Easter garden?	Where do we belong?	Which places are special and why?	Which stories are special and why?
Schemes	Understand that Christians believe in God and that they find out about God in the Bible.	Understand Christians believe God came to Earth in human form as Jesus.	Understand Christians remember Jesus' last week at Easter.	Making sense of beliefs	Making sense of beliefs	To talk about some religious stories.
RE Leicestershire Agreed Syllabus (LAS)	Understand Christians believe God is love, kind, fair and also Lord and King; and there are some stories that show this.	Understand Christians believe Jesus came to show that all people are precious and special to God,	Understand Jesus' name means 'He saves'.	Making connections	To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.	To recognise some religious words, e.g. about God.
Understanding Christianity (UC)	Understand Christians worship God and try to live in ways that please him.	Understand that Christians believe Jesus came to show that all people are precious and special to God,	Understand Christians believe Jesus came to show God's love.	To make connections with personal experiences.	Making connections	To identify a sacred text e.g. Bible, Torah.
			Understand Christians try to show love to others.	To share and record occasions when things have happened in their lives that made them feel special.	To talk about somewhere that is special to themselves, saying why.	Making connections
				Understanding impact	To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship).	To identify some of their own feelings in the stories they hear.
				To recall simply what happens at a traditional Christian infant baptism and dedication.	To express a personal response to the natural world.	Understanding impact
				To recall simply what happens when a baby is welcomed into a religion other than Christianity.	Understanding impact	To talk about some of the things these stories teach believers.
					To recognise that some religious people have places which have special meaning for them.	



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					To talk about the things that are special and valued in a place of worship.	
ELG Understanding the World	People, Culture and Communities					
	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.					
History						
Understanding the World	Chronological Understanding		Understanding British History		Historical Enquiry	
Progression of Skills	Begin to make sense of their own life-story and family's history.  Know some similarities and differences between things in the past and now,		Understand the past through settings, characters and events encountered in books read in class and storytelling.		Draw upon own experiences.  Talk about the lives of people around them and their roles in society.  Compare and contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past.	
Skills Acquired Across the Year	Distinguish between fact and fiction.  Find answers to simple questions about the past from sources of information.  Understand an event significant to the local area.  Sequence events in their lives.					
History Content	Autumn		Spring		Summer	
	My family		Farming in the past		Beside the seaside: Now and then	
ELG Understanding the World	Past and Present					
	• Talk about the lives of the people around them and their roles in society.					





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- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Geography**

Understanding the World	Human and Physical Geography	Location	Geographical Vocabulary
Progression of Skills	<p>Explore the natural world around them.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Begin to make sense of and locate where they live in the world.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Describe and discuss familiar routes and locations using positional and directional language.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
Skills Acquired Across the Year	<p>Understand and use positional language to describe.</p> <p>Draw information from a simple map.</p> <p>Make observations about where things are e.g. within school or local area and use sources of information to guide study.</p> <p>Observe and talk about local geography.</p> <p>Use relative vocabulary to describe.</p>		



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	EYF's Curriculum Overview 2020-21		
Geographical Content	Autumn	Spring	Summer
	Our Local area	Exploring Kenya	Minibeast fieldwork
ELG Understanding the World	The Natural World		
	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>		
Science			
	Autumn Term	Spring Term	Summer Term
Understanding the World	Chemistry: Objects and materials	Physics: Light, space and movement	Biology: Animals and plants
	Progression of Skills		
	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Begin to understand the need to respect and care for the natural environment and all living things.
	Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.	Understand the key features of the life cycle of an animal.
	Understand some important processes and changes in the natural world around them, including changing states of matter.	Explore how things work.	Explore the natural world around them, making observations and drawing pictures of animals.
	Units: Who lives here? (Materials/Seasonal change) What happens when? (Materials)	Units: What is in the sky? (Light/Space) How does my toy work? (Movement/Forces)	Units: What is inside an egg? What makes us move?
Our Changing world: The local environment	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
	Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.		
Seasonal Changes	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.		
Skills Acquired Across the Year	Learn new vocabulary.		
	Explore the natural world around them. Describe what they see, hear and feel while they are outside.		



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	Talk about what they see, using a wide vocabulary in different contexts.  Understand 'why' questions,  Ask questions to find out more and clarify their understanding.  Articulate and describe their ideas and thoughts in some detail.  Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.		
ELG Understanding the World	The Natural World		
	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>		
ICT and Computing			
Understanding the World  Physical Development  Progression of Skills  Schemes Kapow	To Connect (including online safety)  To independently log in to secure technology.  Understand that using the Internet needs to be supervised by an adult.  Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time' and how to use technology safely.	To Communicate  Know that images can be added.  Understand how to use a range of recording tools suitable for age group.	To Code  Explore directional language and symbols and understand how to give simple instructions.
Skills Acquired Across the Year	Make an object on screen move around.  Explore remote control toys and devices.  Use in class messaging tools.  Create a story using simple multimedia tools programme.  Add simple clip art and their own images.		
ELG Physical Development	Fine Motor Skills		
	<ul style="list-style-type: none"><li>• Use a range of small tools.</li></ul>		



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Art, Design & Technology				
<b>Expressive Arts and Design</b>  <b>Understanding the World</b>  <b>Physical Development</b>  Progression of Skills  <b>Schemes</b> Purple Mash	<b>Painting/Printing</b>  Use large-muscle movements to paint and make marks.  Explore different textures using different painting resources and techniques.  Show different emotions in their paintings, like happiness, sadness, fear, etc.  Explore colour and colour mixing.  Recognise that different colours can be made by combining 2 or more colours.  Know and talk about mixtures and colours created.  Use painting to show different emotions, like happiness, sadness, fear, etc.  To recognise patterns in the environment.  Explore different printing tools.  Explore and create patterns through printing, including repeating patterns.	<b>Sketching and Drawing</b>  Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use a variety of tools to create lines and shapes.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Use drawing to show different emotions, like happiness, sadness, fear, etc.  Begin to show accuracy and care when drawing.	<b>Textiles, Collage and 3D Form</b>  Experiment, manipulate and combine a variety of media.  Experiment, manipulate and join a range of malleable media.	
<b>Skills Acquired Across the Year</b>	<b>Working with tools, equipment and components to make quality products including food.</b>  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, e.g., cut, trim, tear, glue, stick, scrunch, attach, press, mix, fold etc.	<b>Developing, planning and communicating ideas.</b>  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.	<b>Evaluating processes and products.</b>  Share their creations, explaining the process they have used.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<b>History of Art</b>  Reflect on a repertoire of different artists and their artwork.  Reflect on how different types of art make us feel and appreciate where it came from.  Explore art of the world.



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	Develop fine motor skills to use a range of tools competently, safely and confidently.  Use a comfortable grip with good control when holding writing and mark making resources.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Choose the right resources to carry out their own plan.  Create collaboratively, sharing ideas, resources and skills.			
Key Artists	Wassily Kandinsky Concentric circle art  Piet Mondrian Line art using squares and rectangles	Claude Monet 'Poppies' (Remembrance)  Van Gough 'Starry Night'  Andrew Pollock Drizzle and splay painting inspiration	Georges Pierre Seurat: 'The Eiffel Tower' Fine art inspiration - pointillism (dot art)  Andy Warhol 'Endangered Species'  African Art: textiles, masks, jewellery, sculptures	Photographers that show what Spring looks like around the world  Georgia O'Keefe Flower art	Henri Matisse Collage inspiration Drawing with scissors 'The Snail'  Book: Matisse's Magical Trail	Sudarsan Pattnaik Sand Sculptor  Gustav Klimt 'The Tree of Life'
ELG Expressive Arts and Design	Creating with Materials <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>					
ELG Understanding the World	Past and Present <ul style="list-style-type: none"><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>			The Natural World <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li></ul>		
ELG Physical Development	Fine Motor Skills <ul style="list-style-type: none"><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>					
Music						
Expressive Arts and Design	Listening	Singing and Performing	Playing Instruments	Experimenting, Creating and Combining	Technical Skills	Composing



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<p><b>Understanding the World</b></p> <p><b>Physical Development</b></p> <p>Progression of Skills</p> <p><b>Schemes</b> Charanga</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Remember and sing a large repertoire of songs, including well known nursery rhymes.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Perform nursery rhymes and songs by singing and adding actions or dance.</p> <p>Perform a nursery rhyme or song adding a simple instrumental part.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Combine different movements with ease and fluency.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>To know that we can move with the pulse, rhythm and pitch of the music.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>To know that songs have sections.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p><b>Skills Acquired Across the Year</b></p>	<p><b>Appreciation and Understanding</b></p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To talk about and reflect on my performance.</p>			<p><b>The History of Music</b></p> <p>Perform, listen to and reflect on a repertoire of different music.</p> <p>Reflect on how different types of music makes us feel and appreciate where it came from.</p> <p>Explore music of the world.</p>		
<p><b>Music Scheme - Charanga</b></p>	<p><b>Me!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Pat-a-cake</li> </ul>	<p><b>Families</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>I'm A Little Teapot</li> </ul>	<p><b>Everyone!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> </ul>	<p><b>Our World</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Old Macdonald</li> </ul>	<p><b>Big Bear Funk</b></p> <p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p>	<p><b>Musical Activities</b></p> <p><b>Overview</b></p>



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	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul>	<ul style="list-style-type: none"> <li>• Five Little Monkeys Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees And Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul>	<p><b>Musical learning focus:</b></p> <ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p>This is a series of activities, each with an instruction guide and some musical examples. Within these activities is a range of learning designed to develop both musical and general skills.</p>
<b>ELG Expressive Arts and Design</b>	<b>Creating with Materials</b>			<b>Being Imaginative and Expressive</b>		
	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>			<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		