

## Barlow and Beesley Curriculum Overview 2023-2024 (Cycle B)

Intent: At SMSB our EYFS unit comprises of a mixture of Pre-school and Reception children. We have designed our curriculum to incorporate the children's interests and their needs. We provide opportunities to further develop their vocabulary and experiences to gain cultural capital. Our curriculum incorporates the skills, knowledge and concepts children need for a secure foundation for their next developmental stage of learning. This curriculum maps ensure a clear sequence of learning with child development being at the centre of all we do. Pre-school objectives and skills are in purple and the objectives and skills for Reception are in red. At SMSB we recognise that children develop at different rates and therefore we adapt our teaching and learning opportunities accordingly. We aim to provide a secure foundation to equip children with the knowledge, skills and concepts needed for Reception (Pre-school children) and Key Stage One (Reception children).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvelous Me!	Seasonal Celebrations	Brilliant bears!	Roots, shoots and muddy boots	All creatures great and small	Transport and Travel
	7 weeks	8 weeks	5 weeks	5 week 4 days	5 weeks 4 days	7 weeks
Enrichment/ Important Dates	Baseline assessment weeks 1-4 Pre-school initial visits-week 1	Bonfire Night 5 <sup>th</sup> November 2023  Diwali 13 <sup>th</sup> November 2023  World Nursery Rhyme Week 13-17 <sup>th</sup> November 2024	Winnie the Pooh Day 18 <sup>th</sup> January 2024  Chinese New Year 10 <sup>th</sup> February 2024	Farm visit-Smith hills-TBC  National Tell a Fairy Tale Day 26 <sup>th</sup> February 2024  World book Day 7 <sup>th</sup> March 2024	Elmer's Birthday 27 <sup>th</sup> May 2024	Pre-school graduation  Transition afternoon
The Big Question	Who am I?	How do we celebrate?	Why do Polar bears have thick fur?	Where does our food come from?	Who made these footprints?	What journeys

						can you make?
Pre-school book Focus	<p>All welcome here</p> <p>All kinds of people</p> <p>You choose</p> <p>My best friend</p> <p>The smartest giant in town</p>	<p>Red leaf, Yellow leaf</p> <p>We're going on a leaf hunt</p> <p>Percy park keeper stories</p> <p>Celebrate the world - Diwali</p> <p>Christmas stories</p>	<p>Chinese new year celebration stories</p> <p>Winnie the pooh stories</p> <p>We're going on a bear hunt</p> <p>Where's my teddy</p> <p>That's not my polar bear</p> <p>There's a bear on my chair</p>	<p>Apple Tree Farm</p> <p>Jack and the beanstalk</p> <p>Who's in the garden?</p> <p>Handa's hen</p> <p>Butterfly story</p>	<p>Harry and his bucketful of dinosaurs</p> <p>Elmer stories</p> <p>Monkey puzzle</p> <p>That's not my dinosaurs</p> <p>10 minutes to bed little dinosaur</p>	<p>The train ride</p> <p>Little red train</p> <p>Zoom to the moon</p> <p>Maisy goes on a plane</p> <p>If I were an astronaut</p>
Reception Book Focus	<p>The Colour monster</p> <p>Ruby's Worry</p> <p>Once there were giants</p> <p>The smartest giant in town</p>	<p>Little Glow</p> <p>Peppa's Diwali</p> <p>Sam's Snowflake</p>	<p>We're going on a bear hunt....</p> <p>Brown Bear, Brown bear what do you see?</p> <p>Polar bear, Polar bear what do you hear?</p>	<p>The Three Little Pigs</p> <p>The Enormous Turnip</p> <p>A squash and a squeeze</p> <p>Little Red Hen</p>	<p>Harry and his bucketful of Dinosaurs</p> <p>The very busy spider</p> <p>Shark in the park</p> <p>Elmer</p> <p>How many legs?</p>	<p>Whatever Next!</p> <p>Bob the man on the moon.</p> <p>The way back home.</p> <p>The Naughty Bus</p> <p>Mr Gumpy's Outing</p>

			<p>Goldilocks and the three bears</p> <p>Peppa's Chinese New Year</p> <p>Non- Fiction Texts- Bears</p>	<p>The Scarecrow Wedding</p> <p>Non- Fiction: Baby animals</p>		<p>All aboard for the Bobo Road</p>
Pre-school Nursery Rhyme Focus	<p>Twinkle, Twinkle little star</p> <p>Wind the bobbin up</p> <p>Humpty dumpty</p>	<p>Five currant buns in a Baker's shop</p> <p>It's raining, its pouring</p> <p>Ring-a-ring of-Roses</p>	<p>Dr Foster went to Gloucester</p> <p>Little Miss Muffet</p> <p>Dance thumbkin dance</p> <p>5 little speckled frogs</p>	<p>Baa Baa black sheep</p> <p>Old Macdonald had a farm</p> <p>5 little ducks</p> <p>Wiggly Woo</p> <p>Oats and beans and barley grows</p>	<p>5 little speckled frogs</p> <p>Incy, Wincey Spider</p> <p>5 little monkeys jumping on the bed</p>	<p>Five little men in a flying saucer</p> <p>Row, row, row your boat</p>
Reception Nursery Rhyme focus (in addition to the Nursery Rhymes	<p>Heads, shoulders, knees and toes</p> <p>Hickory, Dickory Dock</p>	<p>Nursery Rhymes introduced as part of Nursery Rhyme week 2023</p>	<p>When Goldilocks went to the house of the bears</p>	<p>I went to visit a farm one day</p> <p>I can sing a rainbow (with</p>	<p>Dinosaurs</p> <p>I went to the animal fair</p> <p>The animals went in two by two</p>	<p>The hokey Cokey</p> <p>The big ship sails on the Ally-Ally-O!</p>

covered in Pre-school)	<p>Wheels on the bus</p> <p>Hey Diddle, Diddle</p> <p>Jack and Jill</p> <p>If your happy and you know it.</p>		<p>The bear went over the mountain</p> <p>Teddy bear, teddy bear</p> <p>The Grand Old Duke of York</p> <p>Here we go round the mulberry bush</p>	<p>Makaton actions)</p> <p>Horsie, horsie don't you stop</p>	<p>Down in the jungle</p> <p>Ten green bottles</p>	<p>Down at the station</p> <p>A sailor went to sea sea sea</p> <p>When I was one...</p>
Communication and Language (C & L)	<p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions Answering questions (what, who, where, when)</p> <p>Following instructions Turn Taking</p>	<p>Use short sentences to explain</p> <p>Listen to stories and songs with interest and engagement</p> <p>Using a wide range of words appropriately and in context</p> <p>Engage in story times</p>	<p>Joining in with familiar stories and rhymes</p> <p>Using different vocabulary including scientific and linked to stories</p> <p>Starting to show understanding of 'why' questions</p> <p>Give opinion and share ideas with</p>	<p>Respond appropriately when questioned</p> <p>Pose my own simple questions to find out more</p> <p>Develop vocabulary</p> <p>Join in and recall stories with repetition</p> <p>Respond and question</p>	<p>Take turns to speak in a conversation</p> <p>Explore the use of conjunctions to connect ideas Use language to explain, retell, describe</p> <p>Discussion with others</p>	<p>Respond to a range of question types- particularly link to 'why' questions</p> <p>Express a point of view</p> <p>Develop a wide ranging vocabulary - scientific and descriptive</p> <p>Use a full vocabulary including</p>

	Share ideas and thoughts with adults and peers- using talk	Join in with songs and rhymes  Listen to and talk about stories and rhymes	confidence in different situations  Explain what has happened	Use full sentences	Predict what might happen	technical language  Use conjunctions in sentences Use past, present and future forms
Physical Development (PD)	Use large muscle movements to wave flags and streamers, paint and make marks  Show a preference for a dominant hand  Be increasingly independent as they get dressed and undressed for example putting coats on and doing up zips	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills  Use one handed tools and equipment  Use a comfortable grip with good control when holding pens and pencils  Revise and refine the fundamenta	Go up steps and stairs or climb apparatus using alternate feet  Skip, hop, stand on one leg and hold a pose for a game like musical statues  Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills  Use their core muscle	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills  Start taking part in some group activities which they make up for themselves  Develop the foundations for a handwriting style which is fast, accurate and efficient	Skip, hop, stand on one leg and hold a pose for a game like musical statues  Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills  Develop the foundations for a handwriting style which is fast, accurate and efficient  Further develop and refine a range	Skip, hop, stand on one leg and hold a pose for a game like musical statues  Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills  Hold a pencil effectively  Use a range of small tools

		<p>1 movement skills-rolling, crawling, jumping, running, hopping, skipping and climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group</p> <p>Develop small motor skills</p>	<p>strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Revise and refine the fundamental movement skills-rolling, crawling, jumping, running, hopping, skipping and climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group</p> <p>Develop small motor skills</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities involve a ball</p>	<p>of ball skills including throwing, catching, kicking, passing, batting and aiming</p>	<p>Begin to show accuracy and care when drawing</p> <p>Negotiate space and obstacles safely</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>
Literacy (L)	Developing mark making skills	Develop play linked to stories	Development of fine motor skills	Phase 1 Phonics (Red Rose Scheme)	Phase 1- strong focus on segmenting	Phase 1- strong focus on

	<p>through gross motor movements</p> <p>Join in with stories, rhymes and songs</p>	<p>and retelling</p> <p>Sequencing and retelling stories</p> <p>Developing print knowledge</p>	<p>Starting to show interest in letters of their name and familiar others e.g. m for mum</p>	<p>Using story vocabulary in play</p> <p>Writing letters from name (not all)</p> <p>Fine Motor Skills linked to mark making</p>	<p>and blending orally</p> <p>Initial sounds</p> <p>Rhyming</p> <p>Developing emergent writing</p> <p>Acquiring and using new vocabulary</p>	<p>segmenting and blending orally</p> <p>Initial sounds</p> <p>Rhyming</p> <p>Developing emergent writing</p> <p>Sequence and retell events and stories</p> <p>Begin to form letters from own name</p>
	<p>Begin phase 2 phonics (Red Rose Scheme)</p> <p>Discrimination of sounds developing phonological awareness</p> <p>Recognise words that</p>	<p>Continue phase 2 phonics</p> <p>Write some letters accurately</p> <p>Developing phonological awareness recognize</p>	<p>Phase 2/ 3 phonics</p> <p>Write some letters accurately</p> <p>Initial sounds and CVC labels (extend to captions)</p>	<p>Phase 3 phonics</p> <p>Read simple phrases and sentences</p> <p>Write labels and captions</p> <p>Begin to write words</p>	<p>Phase 3/ 4 phonics</p> <p>Read captions and sentences</p> <p>Use and understand new vocabulary from stories,</p>	<p>Phase 4 phonics</p> <p>Read aloud simple sentences including some common exception words</p>

	<p>have the same initial sounds</p> <p>Give meaning to the marks they make</p> <p>Write some letters in their name</p> <p>Fine motor-pencil control</p> <p>Listen to stories and retell</p>	<p>words with the same initial sounds</p> <p>Writing initial sounds and basic CVC labels</p> <p>Retell stories through small world and role play</p> <p>Read individual letters by saying the sounds of them</p> <p>Understand that print has meaning and we read English from left to right</p> <p>Write some or all of their name</p>	<p>Sequence and retell stories</p> <p>Write some or all of their name</p> <p>Read individual letters by saying the sounds of them</p> <p>Describe events in familiar stories and predict events (join in)</p> <p>Blend sounds in words so they can read short words</p> <p>Be able to name different parts of a book</p>	<p>by segmenting the sounds in words</p> <p>Form lower-case letters correctly</p>	<p>poems and non fiction</p> <p>Discuss what they know/ have found out</p> <p>Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts</p> <p>Form capital letters correctly</p> <p>Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop,</p> <p>Read a few common exception words inline</p>	<p>Write simple sentences- including finger spaces, capital letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p> <p>Sequence and retell stories</p> <p>Re-read what they have written to check it makes sense</p> <p>Anticipate key events in stories</p>
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					<i>with Red Rose Phonics</i>	
Mathematics (M)	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects-</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p> <p>(White Rose Maths Reception Scheme)</p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>It's me 1, 2, 3</p>	<p>Counting</p> <p>2 and 3 D shapes</p> <p>Finger counting to 5</p> <p>Position</p> <p>Ordering</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>Pattern - environment</p> <p>Counting</p> <p>Comparing quantities</p> <p>Subitising up to 3</p> <p>Sequencing</p> <p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6,7,8</p>	<p>Matching</p> <p>Number rhymes</p> <p>Sorting</p> <p>Finger numbers to 5</p> <p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>Shape</p> <p>Comparing measures - size, length, weight and capacity</p> <p>Position</p> <p>Composition</p> <p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate compose and decompose</p>	<p>Routes and locations</p> <p>Problem solving to 5 and beyond</p> <p>Subitising up to 5</p> <p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
Understanding the World (UTW)	Make connections between the features of	Explore and respond to different natural	Talk about what they see using a	Plant seeds and care for growing plants	Understand the key features of the life cycle of an animal	Explore how things work

	<p>their family and other families.</p> <p>Notice differences between people</p> <p>Explore natural materials, indoors and outside</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>Describe what they see, hear and feel whilst</p>	<p>phenomena in their setting and on trips.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Continue developing positive attitudes about the differences between people.</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>wide vocabulary</p> <p>Use their senses in hands-on exploration of natural materials</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>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand that some places are special to member of</p>	<p>Understand the key features of the life cycle of a plant</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Show interest in different occupations</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore the natural world around them</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore the natural world around them, making observation and drawing animals and plants</p> <p>Understand changes in the natural world around them including the seasons</p> <p>Draw information from a simple map</p>	<p>Explore and talk about different forces they feel</p> <p>Talk about differences between materials and changes they notice</p> <p>Show interest in different occupations</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps</p> <p>Talk about the lives of people</p>
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	<p>outside (whilst looking at seasonal changes)</p> <p>Talk about members of their immediate family and community Use all their senses in hands-on exploration of natural materials</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>their community</p> <p>Explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>		<p>around them and their roles in society</p> <p>Explains some similarities and differences between life in this country and life in other countries</p>
Expressive Arts and Design (EAD)	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to make marks intentionally.</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Join in with songs and</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Notice patterns with strong contrasts and</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>

	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>rhymes, making some sounds. Show attention to sounds and music</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide</p>	<p>sound-makers and instruments and play them in different ways</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Take part in simple pretend play,</p>	<p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</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>Play instruments with increasing control to express</p>	<p>be attracted by patterns resembling the human face. Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools..</p> <p>Explore colour and colour-mixing.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own, increasingly</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous</p>
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		<p>which materials to use to express them</p> <p>Remember and sing entire songs</p>	<p>using an object to represent something else even though they are not similar</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs</p>	<p>their feelings and ideas.</p> <p>Join different materials and explore different textures</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>matching the pitch and following the melody</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>learning, refining ideas and developing their ability to represent them.</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives</p> <p>Sing and perform a range of well-known songs and rhymes</p>
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