



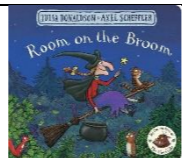

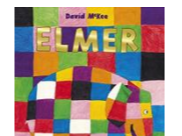


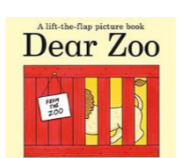

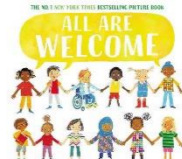
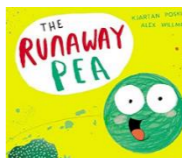


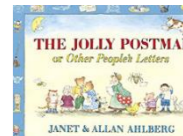
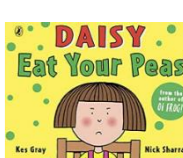



## MCA EYFS Curriculum Overview

Project	<p style="text-align: center;"><b>Autumn -</b> <b>Can I talk about my timeline?</b></p> <p style="text-align: center;">Drivers: Design and Technology and History</p> <p style="text-align: center;">Concepts: Joining and Timeline</p>	<p style="text-align: center;"><b>Spring -</b> <b>Where do animals belong?</b></p> <p style="text-align: center;">Drivers: Art and Geography</p> <p style="text-align: center;">Concepts: Colour and Habitats</p>	<p style="text-align: center;"><b>Summer -</b> <b>Why is it important to be healthy?</b></p> <p style="text-align: center;">Drivers: Design and Technology and Geography</p> <p style="text-align: center;">Concepts: Nutrition and Place</p>
<p><b>Communication and Language</b></p> <p>Communication and Language is developed through high quality interactions, key worker group times, cued articulation, Makaton, singing, and speech and language interventions.</p>	<p><u>3-4</u> Understands a question or instruction with two parts such as “Get your coat.” Use longer sentences of 4-6 words.</p> <p><u>Reception</u> Learn new vocabulary and use new vocabulary throughout the day.</p>	<p><u>3-4</u> Enjoy listening to longer stories and can remember much of what happens. Use longer sentences of 4-6 words. Begin to understand why questions?</p> <p><u>Reception</u> Articulate their ideas and thoughts in well-formed sentences Learn rhymes, poems and songs</p>	<p><u>3-4</u> Be able to express their point of view and to debate when they disagree with an adult or a friend using words as well as actions.</p> <p><u>ELG LAA</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG S</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.</p>
<p><b>Personal, Social and Emotional Development</b></p> <p>Children develop their personal, social and emotional skills through The Colour Monster, PSED interventions and social stories.</p>	<p><u>3-4</u> Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like happy, sad, angry or worried.</p> <p><u>Reception</u> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Talk about feelings with confidence using happy, sad, angry, worried and calm.</p>	<p><u>3-4</u> Select and use activities and resources, with help when needed. This helps them to achieve their goal. Play with one or more other children, extending and elaborating play ideas.</p> <p><u>Reception</u> Show resilience and perseverance in a face of a challenge. Think about the perspectives of others.</p>	<p><u>3-4</u> Make healthy choices about food, drink, activity and tooth brushing.</p> <p><u>ELG SR</u> Setting work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG MS</u> Managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG BR</u></p>

			Work and play cognitively and take turns with others.
<p><b>Physical Development</b></p> <p>Children improve their gross and fine motor skills daily by engaging in Dough Disco, Squiggle whilst you Wiggle and Core Real PE.</p>	<p><u>3-4</u></p> <p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Being increasingly independent in meeting their own care needs e.g. toileting, tooth brushing.</p> <p>Use a comfortable grip with good control.</p> <p><u>Reception</u></p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop the skills they need to manage the school day successfully e.g. personal hygiene.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. paintbrushes, pencils, scissors, cutlery</p>	<p><u>3-4</u></p> <p>Being increasingly independent in meeting their own care needs e.g. toileting, tooth brushing.</p> <p>Use a comfortable grip with good control.</p> <p>Use large muscle-movements to wave flags and streamers.</p> <p><u>Reception</u></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. paintbrushes, pencils, scissors, cutlery.</p> <p>Know and to talk about the different factors that support the overall health and wellbeing – tooth brushing.</p>	<p><u>3-4</u></p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p><u>ELG GM</u></p> <p>Move energetically, such as running, jumping, hopping, dancing, skipping and climbing.</p> <p><u>ELG FM</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>
<p><b>Literacy</b></p> <p>Children develop their reading and writing skills daily through Bug Club Phonics and targeted writing groups.</p>	<p><u>3-4</u></p> <p>Understand the 1<sup>st</sup> key concepts about print (Print has Meaning).</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Reception</u></p> <p>Reads individual letters by saying the sounds for them.</p> <p>Forms lowercase letters correctly.</p>	<p><u>3-4</u></p> <p>Write some letters accurately.</p> <p>Develop phonologically awareness so that:</p> <p>Spot and suggest rhyme</p> <p>Clap or count syllables in a word</p> <p>Recognise words with the same initial sound</p> <p><u>Reception</u></p> <p>To write short sentences of words with known letter – sound correspondences using a capital letter and a full stop.</p> <p>Read simple phrases and sentence made up of words with known letter-sound correspondences, where necessary, a few exception words</p>	<p><u>3-4</u></p> <p>Writes some or all of their name.</p> <p><u>ELG C</u></p> <p>Use and understand recently introduced vocabulary during discussions.</p> <p><u>ELG WR</u></p> <p>Reads words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG W</u></p> <p>Write simple phrases or sentences that can be read by others.</p>

<p><b>Book Focus</b></p>	<p>The Colour Monster</p> <p>The Colour Monster goes to School</p> <p>The 3 Little Pigs</p> <p>Paper Dolls</p> <p>The Dinosaur that Pooped the Past</p> <p>Pantosaurus</p> <p>Dinosaur Diwali Adventure</p>	      	<p>Room on the Broom</p> <p>Where the Poppies now Grow</p> <p>The Christmas Story</p> <p>Various Festive Stories</p>	  	<p>Mouse Paint</p> <p>The Great Race</p> <p>Elmer</p> <p>Giraffe's Can't Dance</p> <p>We're Going on a Bear Hunt</p>	    	<p>Fabulous Fifi Flamingo</p> <p>Lost and Found</p> <p>Wow said the Owl</p> <p>Dear Zoo</p> <p>Meerkat Mail</p>	    	<p>All are Welcome</p> <p>The Very Hungry Caterpillar</p> <p>Runaway Peas!</p> <p>Supertato</p> <p>The Kitchen Disco</p>	    	<p>Handa's Surprise</p> <p>Jolly Post Man</p> <p>Eat Your Peas</p> <p>Mixed</p>	   
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<p><b>YR Teaching of Reading Focus</b></p>	<p>Phase 2</p> <p>Set 1 – SATP Sid's Nits</p> <p>Set 2 – INMD At a Tip</p> <p>Set 3 – GOCK Dig! Sid! Dig!</p> <p>Set 4 – CK EUR Sid's Pet Rat</p> <p>Set 5 – H B F FF L LL Doll is III</p>		<p>Revise Set 5 -Pick it Up</p> <p>Revise Set 2 -Get the Map</p> <p>Revise Set 3 -Tin Man Tim</p> <p>Revise Set 4 - It is a...</p> <p>Revise Set 4 - Top Cat</p> <p>Revise Set 5 - Big Fat Rat</p>		<p>Phase 3</p> <p>Set 6 – JVVX Jack gets a Pet</p> <p>Set 7 – Y Z ZZ QU Quick! Quick! Quick!</p> <p>Set 8 – CH SH TH NG Munching Lunch</p> <p>Set 9 – AI EE IGH OA OO OO Sid Cam!</p> <p>Set 10 – UR OW OI On the Farm</p> <p>Set 11 – EAR AIR URE ER Eek! A Bug!</p>		<p>Revise Phase 3</p>	<p>Revise Phase 2</p> <p>Revise Phase 3</p>				
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<p><b>Mathematics</b></p> <p>Children develop their mathematical knowledge, skills and thinking through Master the Curriculum (White Rose) and MEP (Mathematics Enhancement Programme).</p>	<p><u>3-4</u> Recite numbers past 5. Say one number for each item in order – 1, 2, 3, 4, 5. Talk about and explore 2D and 3D shapes (e.g. circle, cuboid), using informal and mathematical language (e.g. sides, corners, flat, round).</p> <p><u>Reception</u> Count actions, objects, and sounds Subitise Continue, copy and create repeating patterns</p>	<p><u>3-4</u> Develop fast recognition of up to 3 objects, without having to count them individually. Link numerals and amounts up to 5.</p> <p><u>Reception</u> Explore the composition of numbers to 10. Automatically recall number bonds to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within in, just as numbers can.</p>	<p><u>3-4</u> Begin to describe a sequence of events, real or fictional using words such as first, then.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p><u>ELG N</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG NP</u></p>
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<p><b>Understanding the World</b></p> <p>Children develop their knowledge of understanding the world through termly projects and key worker group sessions.</p>	<p><u>3-4</u> Begin to make sense of their own life story and family's story. Explore how things work.</p> <p><u>Reception</u> Comment on images of familiar situations in the past. Compare and Contrast characters from stories, including figures from the past.</p>	<p><u>3-4</u> Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they can see in pictures.</p> <p><u>Reception</u> Recognise some environments that are different to the ones that they live. Recognises some similarities and differences between life in this country and life in other countries.</p>	<p><u>3-4</u> Continue developing positive attitudes about the differences between people. Talk about what they see using a wide vocabulary.</p> <p><u>ELG PAP</u> Knows some similarities and differences between things in the past, and now drawing on their experiences on what has been read in class.</p> <p><u>ELG PCC</u> Knows some similarities and differences between different religions and cultural communities in this country, drawing on their experiences on what has been read in class.</p> <p><u>ELG TNW</u> Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences on what has been read in class.</p>
<p><b>Expressive Arts and Design</b></p> <p>Children develop their knowledge of understanding the world through termly projects and key worker group sessions.</p>	<p><u>3-4</u> Join different materials and explore different textures. Develop their own ideas and decide which materials to use to express them.</p> <p><u>Reception</u> Create collaboratively sharing ideas, resources, and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><u>3-4</u> Explore colour and colour mixing.</p> <p><u>Reception</u> Explore, use, and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources, and skills</p>	<p><u>3-4</u> Play instruments with increasing control to express their feelings and ideas. Develop their own ideas and decide which materials to use to express them.</p> <p><u>ELG CAM</u> Share their creations explaining the process they have used.</p> <p><u>ELG BIAE</u> Invent, adapt and recount narrative and stories with peers and their teacher.</p>

<b>Other Possible Themes/ Enrichment Activities</b>	<p>Home Corner - Moving in, Cooking, Technology, Babies, Growth</p> <p>Progression of Joining skills – Sticker, Velcro, Glue, Paper Clips, Split Pins, Staples.</p> <p>Explore interests - Queen, Dinosaurs</p>	<p>Home Corner - Cleaning, Remembrance, Christmas</p> <p>Role play: Mayflower Lidl Shop</p> <p>Road Safety – Zebra Crossing, Roadworks, Police, Fire, AA Breakdown</p> <p>Progression of Timeline – Mesozoic, birth of Jesus, WW2, Queen, Starting School</p> <p>Christmas Nativity Concert – Rehearsals and Performance</p>	<p>Home Corner –Self-care – exercise/ Hygiene, Taking care of a pet, Chinese New Year,</p> <p>Role play - Vets</p> <p>Animal Sculptures – Emazedad Magician – Balloon Modelling, Papermache sculptures</p> <p>Explore Art Techniques - Colour Mixing, Painting, Printing, Collage</p> <p>Exploring Habitats – Savanna, Grassland, Forest</p> <p>Exploring Continents – Asia, Africa, North America</p> <p>Trip – Paignton Zoo</p>	<p>Home Corner – Shrove Tuesday, Baking, Spring Clean, Easter</p> <p>Role play - Zoo</p> <p>Explore Art Techniques - Colour Mixing, Painting, Printing, Collage</p> <p>Exploring Habitats – Jungle, Ocean, Woodland, Desert</p> <p>Exploring Continents – South America, Antarctica, Europe, Australia</p>	<p>Home Corner – Keeping in touch with others around the world, Birthday, Loose parts</p> <p>Role Play – Babies, Shop, Café, Restaurant</p> <p>Chef Visit – Introduce progression of key culinary skills – spread, grate, cut, mash, peel.</p> <p>The Very Hungry Caterpillar read in English, Italian, Polish and Nigerian.</p> <p>Europe – Italy, Miss Greco Europe – Poland, Miss Krysiak Africa - Nigeria, Mrs Babatunde</p>	<p>Home Corner – Summer, Summer holidays, Family time, house for sale, deconstruct home corner</p> <p>Role Play – Shop, Café, Restaurant</p> <p>Africa - Handa’s Surprise</p> <p>Europe – Plymouth Jolly Postman – Sending an invitation</p> <p>Big Community Lunch Project Share – Fri 30/06</p>
<b>International Awareness Days</b>	<p>National Read a Book Day Road Dahl Day Recycle Week NSPCC – Let’s talk pants Diwali</p>	<p>Halloween Bonfire Night Remembrance Day Children in Need Road Safety Week Nursery Rhyme Week Children in Need Advent Hanukkah</p>	<p>Chinese New Year National Storytelling Week Children’s Mental Health Week</p>	<p>Pancake Day World Book Day World Poetry Day Red Nose Day Mother’s Day British Science Week</p>	<p>Eid 22/04 St Georges Day 23/04 International Dance Day 29/04 Wesak 05/05 World Day for Cultural Diversity 21/05</p>	<p>Big Lunch 03/06 (Eden Project) Independence Day 04/07</p>