

The LIFE Colchester Hub Primary Curriculum: EYFS Curriculum Overview

Intent

At the Colchester Hub, we have put together a bank of engaging and exciting topics. Each unique setting will select a topic from each term or a half term that best suits the needs and interests of their cohort. The curriculum has been designed in such a way that selecting any topic from each of the termly/half termly topic banks, will ensure that the curriculum will be covered with breadth and balance over the course of an academic year. Within the topics are mini topics that will be re-visited every year as these cover celebrations and events that are representative of what is happening in the world around children year on year and inform an essential part of full curriculum coverage. It is important to note that the Prime Areas form the foundation of our curriculum and are interwoven through our daily practice, embedded in our interactions, routines and continuous provision and applied meaningfully across all these specific areas of learning. Word Reading, Writing and Maths are all taught through the following systematic schemes: Little Wandle, White Rose Maths (Fordham and Holy Trinity), Mastering Number (Chappel and Langenhoe), and the Pen Pals handwriting schemes. A detailed breakdown of the knowledge and skills that are covered in these aspects can be found in our skills progression documents. The following overview, therefore focuses on Comprehension, Understanding the World and Expressive Art and Design.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mini Topic: All about me (first 2 weeks)	Mini Topic: The Gunpowder Plot	Around the World in a term		Dinosaurs	
The Big Bad Wolf	The Jolly Postman	Wheels, Water and Wings		Mighty Minibeasts	
Porridge Porridge Everywhere!	The Elves and the Shoemaker	Space		Oh I Do Like to be beside the seaside	
Jack and the Beanstalk	Mini Topic: Diwali Mini Topic: Christmas	Mini Topic: Chinese New Year	Mini Topic: Holi Mini Topic: Easter/Spring		
Curriculum Focus: <u>Literacy: Comprehension:</u> Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading <u>UTW: Past and Present:</u> Talks about past and present events in their own life and the lives of family members		Curriculum Focus: <u>Literacy: Comprehension:</u> Describes main story settings, events and principal characters in increasing detail Is able to recall and discuss stories or information that has been read to them <u>UTW: The Natural World</u> Explore the natural world around them Understand some processes and changes in the natural world (including the changing seasons: Spring		Curriculum Focus: <u>Literacy: Comprehension:</u> Is able to recall and discuss stories or information that has been read to them, or they have read themselves Can make predictions and inferences around what is happening in a story. <u>UTW: The Natural World</u> Makes observations of animals and plants, explains why some things occur and talks about changes	

<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.</p> <p style="text-align: center;"><u>UTW: The Natural World</u></p> <p>Explore the natural world around them Understand some processes and changes in the natural world (including the changing seasons: Autumn.</p> <p style="text-align: center;"><u>UTW: People Culture and Communities</u></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p style="text-align: center;"><u>EAD: Creating with materials:</u></p> <p>Join different materials and explore different textures Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent object</p>	<p>Begin to understand the effect their behaviour can have on the environment</p> <p style="text-align: center;"><u>UTW: People Culture and Communities</u></p> <p>Recognise some environments that are different to the one in which they live. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways</p> <p style="text-align: center;"><u>EAD: Creating with materials:</u></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p style="text-align: center;"><u>UTW: People Culture and Communities</u></p> <p>Show care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p> <p style="text-align: center;"><u>EAD: Creating with materials</u></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>
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