EYFS - Long Term Curriculum Overview - Year A

|  | Cycle A |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | All about me! Lets have a party! | A world of pure imagination! | Happily ever after... | All things bright and beautiful! | Lets go on an adventure! |
| $\begin{gathered} \text { Developmen } \\ \text { t Matters } \\ \text { Stage } \\ \hline \end{gathered}$ | $2-3$ <br> 3-4 Nursery <br> 4.5 Reception $3-4$ Nursery <br> 4.5 Reception | $\begin{gathered} \hline \text { 2-3 (new intake) } \\ \text { 3-4 Nursery } \\ 4.5 \text { Reception } \end{gathered}$ | 3-4 Nursery <br> 4.5 Reception | $\begin{gathered} \text { 2-3 (new intake) } \\ \text { 3-4 Nursery } \\ \text { 4-5 Reception } \end{gathered}$ | 3-4 Nursery 4.5 Reception |
|  | Teaching Skills (joining, manipulating) | Independent application of skills |  | Skills and vocabulary for evaluation |  |
| Vocabulary introduced/ embedded | Designing and making- Resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, support, copy role-play ideas, construction resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, stack, up, across, next to, space, create, join, build, upright | Designing and making- Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, range of media, discuss, share, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright Cooking and nutrition- Try, interest, experience, explore, describe, respond, feel, food, names of food. |  | Designing and making- Resources, media, materials, tools, scissors boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, support, copy role-play ideas, show experiences, response materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, <br> Cooking and nutrition- Try, interest, experience, explore, describe, respond, feel, food, names of food. Evaluating- share, discuss, test, observe, experiment, purpose, how, why, |  |
| I know that/ how to... | - I know how to use scissors safely <br> - I know how to use an object to represent something else in pretend play such as a wooden block for a phone or a box for a house. <br> - I know how use construction materials to create my ideas. <br> - I know that different media can be combined to create my design. <br> - I know how to change materials to create my design. <br> - I know how to choose the right tools for cutting, and joining the materials I am using. | - I know how to use <br> - I know how use co ideas. <br> - I nnow that I can ha want to make and need. <br> - I know how choose and change it if I <br> - I know how to cho joining the material <br> - I know how to expla have used to cut o | rs safely <br> ction materials to create my <br> y own ideas about what I coose the materials that I <br> I need to create my design <br> e right tools for cutting, and using. <br> someone else the techniques I | - I know how to use constru worlds for play <br> - I know how to join diffe glue, hole punch and str <br> - I know how to share m with others <br> - I know how to talk abo design | kits to create small <br> materials using tape, <br> taples <br> s for making things <br> I have made my |

EYFS - Long Term Curriculum Overview - Year B

|  | Cycle |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | This is me! | Super Celebrations | Out of this world! | Once upon a time | All creatures great and small | Let the adventures begin! |
| $\begin{array}{\|c\|} \hline \text { Developmen } \\ \text { t Matters } \\ \text { Stage } \\ \hline \end{array}$ | 3-4 Nursery <br> 4.5 Reception | 3-4 Nursery <br> 4.5 Reception | 2-3 (new intake) 3-4 Nursery 4.5 Reception | 3-4 Nursery 4.5 Reception | 2-3 (new intake) 3-4 Nursery 4.5 Reception | 3.4 Nursery 4.5 Reception |
|  | Teaching Skills (joining, manipulating) |  | Independent application of skills |  | Skills and vocabulary for evaluatio |  |
| Vocabulary introduced/ embedded | Designing and making- Resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, support, copy role-play ideas, construction resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, stack, up, across, next to, space, create, join, build, upright |  | Designing and making- Lego bricks, Duplo locecs, tubs, string, cartons, lastic bands, decorative materials, paint, pompoms, feathers, <br>  twes, tape, glue, Lego bricks, Duplo blocks, tubs, string, catrons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upight, Cooking and nutrition- Try, interest, experience, explore, describe, respond, feel food, names of food. |  | Designing and making- Resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, support, copy role-play ideas, show experiences, response, range of media, discuss, share, construction, resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, <br> Cooking and nutrition- Try, interest, experience, explore, describe, respond, feel, food, names of food. Evaluating- share, discuss, test, observe, experiment, purpose, how, why, |  |
| I know that/ how to... | - I know how to <br> - I know how to else in pretend phone or a box <br> - I know how us ideas. <br> - I know that diff create my desig <br> - I know how to design. <br> - I know how to and joining the | sors safely <br> object to represent something th as a wooden block for a ouse. <br> uction materials to create my <br> edia can be combined to <br> materials to create my <br> the right tools for cutting, I I am using. | - I know how to use sci <br> - I know how use cons ideas. <br> - I know that I can have want to make and can need <br> - I know how choose wha and change it if I need <br> - I know how to choose joining the materials <br> - I know how to explain have used to cut or join | safely <br> ion materials to create my <br> own ideas about what I oose the materials that I <br> need to create my design <br> right tools for cutting, and using. <br> someone else the techniques | - I know how to use co worlds for play <br> - I know how to join diff glue, hole punch and <br> - I know how to share with others <br> - I know how to talk design | uction kits to create small <br> nt materials using tape, g, staples <br> deas for making things <br> how I have made my |

