**Curriculum Overview:**

**Age Group:** 2-5 Years  
**EYFS Areas of Learning:**

1. Personal, Social, and Emotional Development (PSED)
2. Communication and Language (CL)
3. Physical Development (PD)
4. Literacy (L)
5. Mathematics (M)
6. Understanding the World (UW)
7. Expressive Arts and Design (EAD)

**Themes:**

1. **All About Me**
2. **Festival and Celebration**
3. **Growth**
4. **Body Parts**
5. **People Who Help Us**
6. **Animals**
7. **Space**
8. **Transitions (School Leavers Focus)**

**1. Theme: All About Me**

**Intent:**  
To develop children’s understanding of themselves, their identities, and their emotions. This theme fosters self-awareness and self-expression, essential for building confidence and social skills in all children, including neurodivergent children who may need extra support with emotional regulation and social interactions.

**Implementation:**

* **PSED:** Activities such as mirror play, "All About Me" books, and discussing personal preferences and feelings. Support children in naming and discussing emotions.
* **CL:** Encourage children to share stories about themselves with peers, reinforcing language development.
* **PD:** Simple body movement activities, like dancing, jumping, or stretching, to help children become aware of their bodies.
* **L:** Name cards for children, stories that focus on individual uniqueness.
* **M:** Sorting and counting personal belongings (shoes, clothes).
* **UW:** Discuss family structures, different cultural backgrounds, and how people live in different parts of the world.
* **EAD:** Self-portrait art, finger painting, and crafting "All About Me" posters.

**Impact:**  
Children will develop a strong sense of identity, increased emotional vocabulary, and the ability to express their feelings in appropriate ways. Neurodivergent children will gain tools for emotional regulation and communication, benefiting from structured opportunities to explore self-awareness in a supportive, predictable environment.

**2. Theme: Festival and Celebration**

**Intent:**  
To introduce children to a variety of cultural festivals and celebrations, fostering a respect for diversity and promoting inclusivity. This theme can be tailored to neurodivergent children by offering sensory-friendly activities.

**Implementation:**

* **PSED:** Encourage sharing and taking turns in celebratory activities. Support children in discussing and sharing their own family celebrations.
* **CL:** Introduce new vocabulary related to festivals and celebrations. Encourage children to tell stories about their experiences with celebrations.
* **PD:** Engage in simple rhythm and dance activities that mimic festival music and movements.
* **L:** Read stories related to various festivals (e.g., Diwali, Christmas, Eid).
* **M:** Create a counting game with festival-related items (candles, decorations, etc.).
* **UW:** Explore how different cultures celebrate, such as by looking at foods, clothes, and traditions from different cultures.
* **EAD:** Decorating for celebrations, singing songs, making crafts related to festivals.

**Impact:**  
Children will develop an appreciation for cultural differences, expand their vocabulary, and engage in creative expression. Neurodivergent children will experience inclusion through sensory-considerate celebration activities, which support participation in social settings at their own pace and comfort level.

**3. Theme: Growth**

**Intent:**  
To help children understand the concept of growth, from plants to animals and themselves. Children will develop an understanding of time, nature, and personal development.

**Implementation:**

* **PSED:** Encourage children to talk about their own growth and development.
* **CL:** Introduce terms like “grow,” “bloom,” and “change,” and discuss how different things grow.
* **PD:** Physical activities to show how we grow stronger (e.g., stretching, exercise).
* **L:** Read books like "The Very Hungry Caterpillar" to illustrate growth.
* **M:** Measure plant growth, count seeds, or sort items based on size.
* **UW:** Learn about the life cycle of a plant or animal, discuss nutrition, and healthy habits.
* **EAD:** Create growth charts, plant seeds, and observe changes.

**Impact:**  
Children will gain an understanding of the concept of growth, develop empathy, and be able to observe and reflect on how they change over time. Neurodivergent children will benefit from visual and hands-on representations of growth, supporting their understanding of time, change, and development through concrete, repetitive experiences.

**4. Theme: Body Parts**

**Intent:**  
To build children's understanding of their own bodies, promoting body awareness and hygiene. Neurodivergent children may benefit from clear visuals and hands-on experiences to grasp body concepts.

**Implementation:**

* **PSED:** Encourage children to explore their bodies through movement and naming body parts.
* **CL:** Use songs and rhymes to reinforce body part names.
* **PD:** Encourage gross motor activities, like jumping and touching different body parts (e.g., "touch your head").
* **L:** Use books, flashcards, and songs to learn about body parts.
* **M:** Sorting games using different body part images, counting fingers or toes.
* **UW:** Discuss the role of different body parts (e.g., how our eyes help us see, our hands help us touch).
* **EAD:** Body part painting or making a body collage using various materials.

**Impact:**  
Children will develop a better understanding of their bodies, leading to improved self-care and hygiene practices. Neurodivergent children will enhance body awareness through sensory and visual aids, supporting their ability to identify and understand their physical selves while building autonomy in hygiene routines.

**5. Theme: People Who Help Us**

**Intent:**  
To introduce children to various community helpers and their roles in society, fostering respect and gratitude for those who serve others.

**Implementation:**

* **PSED:** Discuss how we rely on others and how we can be helpful.
* **CL:** Role-play different community roles (fire fighters, doctors) and engage in discussions.
* **PD:** Action games that imitate community helpers (e.g., pretending to be doctors).
* **L:** Read stories about community helpers and talk about their jobs.
* **M:** Counting objects used by different helpers (e.g., tools, medical instruments).
* **UW:** Learn about local services (fire stations, hospitals) and discuss the importance of these roles.
* **EAD:** Create uniforms for community helpers using craft materials, act out roles.

**Impact:**  
Children will develop a sense of responsibility and an understanding of how people in their community contribute to society. Neurodivergent children will build social awareness and trust through structured, role-based activities and exposure to community helpers in familiar and safe ways.

**6. Theme: Animals**

**Intent:**  
To explore the animal kingdom and raise awareness about different species, their needs, and habitats. Neurodivergent children may appreciate sensory-based experiences, like animal sounds or textures.

**Implementation:**

* **PSED:** Encourage sharing stories about favourite animals and their characteristics.
* **CL:** Introduce animal names, sounds, and movements through songs and stories.
* **PD:** Animal movement activities, such as crawling like a cat or hopping like a frog.
* **L:** Read animal-related books and discuss the animals’ habitats.
* **M:** Sort animals by size, colour, or habitat. Count animals in a picture book.
* **UW:** Discuss where animals live and what they eat. Visit a local zoo or farm.
* **EAD:** Create animal masks, animal art, or clay sculptures.

**Impact:**  
Children will develop empathy for animals, an understanding of diversity, and the ability to classify and sort animals based on different attributes. Neurodivergent children will particularly benefit from the sensory-rich and soothing nature of animal-themed experiences, helping to support emotional regulation and connection to the natural world.

**7. Theme: Space**  
**Intent:**  
To introduce children to basic concepts about space, such as planets, stars, and the moon, fostering curiosity about the universe. Neurodivergent children may benefit from visual aids, hands-on models (like solar system kits), and movement-based or sensory-rich activities.

**Implementation:**  
• **PSED**: Talk about feelings related to space exploration (e.g., being brave like astronauts) and working as a team like a space crew.  
• **CL**: Introduce space-related vocabulary (e.g., planet, rocket, moon, star) through songs and conversations.  
• **PD**: Create a space-themed obstacle course (e.g., “moon jumps,” crawling through a “rocket tunnel”).  
• **L**: Read space-themed books and stories, and sing songs about planets and stars.  
• **M**: Count planets, compare sizes of planets, and explore simple patterns in the solar system.  
• **UW**: Explore the solar system, learn simple facts about the planets, the sun, and the moon; observe the sky.  
• **EAD**: Make space-themed art (e.g., painting planets, crafting rockets), build simple space models.

**Impact:**  
Children will develop an early awareness of space and the universe, fostering curiosity, language development, and foundational scientific thinking. Neurodivergent children will thrive with structured visuals, repetitive patterns, and sensory-based space exploration, which promote imaginative thinking in a calm and accessible way.

### ****8. Theme: Transitions (School Leavers Focus)****

**Intent:**  
To support children, particularly those leaving for primary school, in understanding and managing change, developing independence, and preparing emotionally, socially, and practically for their transition to school. This theme nurtures confidence and provides clarity for neurodivergent children through structure, visuals, and consistent routines.

**Implementation:**

* **PSED:** Talk about feelings around change, visit a new school (virtually or in person), create memory books and self-celebration posters. Provide opportunities for small group discussions to build emotional resilience.
* **CL:** Role-play scenarios like meeting a new teacher or asking for help. Encourage children to express their hopes and questions about school.
* **PD:** Practice self-care tasks such as dressing, lunchbox use, toileting routines, and independent movement through “big school” role play.
* **L:** Create personalised “My New School” books using drawings, photos, and labels. Read transition-themed stories.
* **M:** Engage in practical numeracy activities such as packing a school bag with a certain number of items or setting up a pretend classroom with number tasks.
* **UW:** Explore what a typical day at school looks like, including routines and environments. Compare nursery and primary experiences.
* **EAD:** Design school uniforms with fabric collage, decorate graduation hats, and create artwork to celebrate their early years journey.

**Impact:**  
Children will develop a positive attitude toward transition, increased independence, and readiness for school routines and expectations. Neurodivergent children will be supported through predictability, visual schedules, personalised transition materials, and consistent routines that reduce anxiety and build confidence for the move to primary school.

**Overall Impact of the Curriculum:**

By the end of the curriculum, children will have developed foundational skills across the seven areas of the EYFS. They will demonstrate improved communication skills, social development, physical coordination, and an understanding of the world around them. The inclusive design will ensure that neurodivergent children feel supported, valued, and engaged throughout their learning experiences.