

Year EYFS – Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / Big Questions	Ourselfes: Who am I?	Magic: What will you wish for?	Rhyme: Why do words matter?	Once upon a time: What's the story?	Journeys & transport: Where will you take me?	Transitions: How do things change?
Trips / experiences	Colour Day National Poetry Day	Science Week Magic Day Anti-bullying week EYFS Nativity	e-safety week International Day Little City (Mobile role play co.) Bear Hunt Chinese New Year	Fairy-tale Day World Book Day Visit to postbox Easter bunny sighting/hunt Dragons' Den Library visit	Vehicle Day ONA EYFS UTW Transport 3 lessons Fire service visit	Sports Day ONA EYFS UtW Growing – Babies Growing – On the Farm Growing – Plants Caterpillar kits Staunton Farm trip (TBC)
Core texts	How do you feel? By Anthony Browne Find your happy by Emily Coxhead	The Big book of Magical Mix Ups by Nick Sharratt and Hilary Bobinson	Oi Dog by Kes Gray Oi Frog by Kes Gray	The Gingerbread Man by Usborne Goldilocks and the Three Bears by Usborne	Naughty Bus by Jan Oke	The Very Hungry Caterpillar by Eric Carle
Suggested Complementary texts	Starting School by Janet and Allan Ahlberg Elmer by David McKee The Colour Monster by Anna Llenas The Colour Monster Goes to School by Anna Llenas The Invisible String by Patrice Karst The Pigeon HAS To Go To School by Mo Willems	The Cow who Fell to Earth by Nadine Shireen The Night Before Christmas by Clement C. Moore and Christian Birmingham	Orange, Pear, Apple Bear by Emily Gravett We're Going on a Bear Hunt by Michael Rosen Creature Features by Natasha Durley	Each Peach Pear Plum by Janet and Allan Ahlberg All are Welcome by Alexandra Penfold	Usborne First Book of Vehicles Various books by Richard Scarry We're Going on a Bear Hunt by Michael Rosen (revisited)	Errol's Garden by Gillian Hibbs The Tiny Seed by Eric Carle
Writing purpose	Name writing Mark making Letter formation	Initial and CVC words Name writing cont. Potion labels Instructions	CVC words Rhyming words / Captions/ lists Name writing cont. Christmas news Letter formation and handwriting	Captions Simple sentences Recipe to family members Fairytale sequencing s plan and zigzag books Letter formation and handwriting	Captions Sentences Recount of a journey Question writing- vehicle day Letter formation and handwriting	Sentences Consolidation Stories- TVHC Descriptions of observations (caterpillars)

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						Letters to our new teachers Letter formation and handwriting
Communication & Language <ul style="list-style-type: none"> Listening, attention & Understanding Speaking 	<p>Begin to understand how to listen carefully in smaller group sessions such as group work.</p> <p>Listen to familiar rhymes and songs.</p> <p>Learn new vocabulary and begin experimenting with it.</p> <p>Talk about events that have particular importance to them.</p> <p>Participate and engage in a conversation 1:1 or in a small group.</p>	<p>Helicopter stories Magical mirrors The Story of the Nativity.</p> <p>Begin to engage in whole class and 1:1 story time.</p> <p>Begin listening to a range of familiar texts</p> <p>Begin to understand what a question is.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Helicopter stories Puppets and sack stories</p> <p>Developing Talk Partners</p> <p>‘I am an author’ – reciting stories, creating their own and acting them out.</p> <p>Listen carefully in larger group settings such as whole class inputs.</p> <p>Engage in a range of story times e.g. whole class and 1:1</p> <p>Listen carefully to a range of rhymes and songs. Join in and learn some familiar songs and rhymes.</p> <p>Listen to a range of text types such as non-fiction/ fiction/ poetry etc</p> <p>Participate and engage in a conversation 1:1/ small group / whole class situations.</p>	<p>Helicopter stories Easter bunny sighting Easter story Oral storytelling</p> <p>Ask a range of questions such a ‘how’, ‘who’, ‘what’ and ‘why’ to find out more.</p> <p>Learn and use new vocabulary in different contexts throughout the day.</p> <p>Engage in a range of story times e.g. whole class and 1:1</p> <p>Listen to a range of text types such as non-fiction/ fiction/ poetry etc</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Dragon’s Den pitches</p> <p>Positional language</p>	<p>Helicopter stories Oral re-telling of stories</p> <p>Understand how to listen carefully in a range of sessions and know why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage and hold a conversation with a child or adult.</p> <p>Use vocabulary learnt through stories/ books/ rhymes and poems.</p> <p>Ask questions such a ‘how’, ‘who’, ‘what’ and ‘why’ to find out more and to check they understand what has been said to them.</p> <p>Talk about and describe a wider range of events in some detail, using a range of tenses.</p> <p>Participate and engage in a</p>	<p>Oral descriptions Describing words</p> <p>Helicopter stories – social stories</p> <p>Amazing animal presentation</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>

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			Develop social phrases.		conversation 1:1/ small group / whole class situations. Offer ideas and using a wide range of vocabulary.	
Reading - comprehension -word reading	Phase 1 phonics Explore a range of different texts during whole class reads Recognise familiar words such as own name Describes main characters and settings Give opinions on stories	Phase 2 phonics Phase 2 tricky words Identifying initial sounds Letter names Begin reading VC and CVC words Use familiar story characters in small world activity areas Recognising rhyme Recall repeated refrains in stories	Phase 2/3 phonics Phase 2/ 3 tricky words Identifying middle and end sounds in monosyllabic words Reading CVC and CVCC words Begin reading simple captions Use clues in text to support ideas about what is happening	Phase 2/3 phonics recap Phase 2/3 tricky words Reading cvc / cvcc words/ captions and beginning to read simple sentences Retell stories in own words. Identify the main events in a text.	Phase 3 consolidation Intro to Phase 4 phonics (consonant blends) Reading simple sentences independently Applying decoding skills independently Use clues in text to support predictions	Phase 3 and 4 recap and review Reading simple sentences with fluency. Using decoding skills on unfamiliar words Demonstrate understanding when talking with others about books they have read
Maths <ul style="list-style-type: none"> Number Numerical patterns *Inline with NCETM Mastering Number program	Subitise within 4 Experience subitising in a range of contexts, including temporal patterns made by sounds Relate the counting sequence to cardinality Develop 1:1 correspondence Compare sets of objects Use the language of comparison, including 'more than' and 'fewer than'	Revise prior learning Subitise within 5 Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Begin to count beyond 5 Begin to recognise numerals Explore the concept of 'wholes' and 'parts' Explore the composition of numbers within 5 Compare sets using a variety of strategies	Revise prior learning Increase confidence in subitising by continuing to explore patterns within 5 Explore a range of patterns made by some numbers greater than 5 Experience patterns which show a small group and '1 more' Continue to develop verbal counting to 20 and beyond, object counting skills Order numbers, linking cardinal and ordinal	Revise prior learning Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles' Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting pattern beyond 20 Explore the composition of odd and even numbers	Revise prior learning Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 Be encouraged to identify when it is appropriate to count and when groups can be subitised	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

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			<p>representations of number</p> <p>Explore the composition of 6</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'</p> <p>Explore ways of making unequal sets equal</p>	<p>B to link even numbers to doubles</p> <p>Begin to explore the composition of numbers within 10</p> <p>Compare numbers</p>	<p>Explore the composition of 10</p> <p>Order sets of objects, linking this to their understanding of the ordinal number system.</p>	
Physical Development <ul style="list-style-type: none"> Gross motor skills Fine motor skills 	<p>Putting coats on</p> <p>Getting changed and unchanged for PE</p> <p>Indoor - Real Foundations (Jungle: balance & Cats: floor work)</p>	<p>Indoor - Real Foundations (Clown: ball skills & Juggling: ball skills)</p> <p>Outdoor – RealPE Social cog</p>	<p>Indoor - Real Foundations (Tightrope: stance & Space: jumping and landing)</p> <p>Outdoor – RealPE Cognitive cog</p>	<p>Indoor - Real Foundations (Fairytale: agility reactions and response & Pirates: one leg balance)</p> <p>Outdoor – RealPE Creative cog</p>	<p>Indoor - Real Foundations (Train: balance on a line & Bike: foot work)</p> <p>Outdoor – RealPE Physical cog</p>	<p>Indoor - Real Foundations (Squirrel: ball chasing & Seaside: balance with a partner)</p> <p>Outdoor - Intra – athletics</p>
Personal, social and emotional development <ul style="list-style-type: none"> Self regulation Managing self Building relationships 	<p>Settling in to routines</p> <p>Making friends</p> <p>Treasure boxes</p>	<p>Circle times</p> <p>What are your 'magic powers'</p> <p>Personal learning and thinking skills.</p>	<p>Circle time, including speaking and listening</p> <p>Fall outs and friendships</p>	<p>Working as a team</p> <p>Personal power</p> <p>Mother's day</p> <p>Choices & consequences</p> <p>Circle times</p>	<p>Transition and changes</p> <p>Circle times</p> <p>Social skills</p> <p>Managing my feelings</p>	<p>Circle times</p> <p>Goals for year 1</p> <p>Transition to year 1</p> <p>NSPCC Pants – keeping myself safe</p> <p>ONA EYFS</p> <p>UtW Transitions</p>
Understanding the world <ul style="list-style-type: none"> Past and present People, culture and communities 	<p>Seasonal changes</p> <ul style="list-style-type: none"> - autumn nature walk - Exploring our new school - My family and me - Using ICT in the classroom 	<p>Bonfire and night time safety</p> <p>Sensory walks (herbs & spices)</p> <p>Christianity & Christmas</p>	<p>Recording sounds</p> <p>Chinese New Year</p> <p>Adding text on a computer</p> <p>Understand that other people have different beliefs</p>	<p>The story of Easter</p> <p>Communities and people</p> <p>Sowing and growing seeds</p> <p>Different types of technology and its uses - Beebots</p>	<p>Map creating</p> <p>Learning about locations</p> <p>Environmental issues</p> <p>Different professions</p> <p>Different types of technology and its</p>	<p>Favourite family stories</p> <p>Logging on and off a computer</p> <p>Finding and clicking on familiar icons to open a program</p>

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<ul style="list-style-type: none"> Natural world 		Using computers in the ICT suite – mouse control and select Hibernation	Discuss how environment differ. Using desktop computers		uses – cameras, apps to support learning Transport past and present ONA EYFS UTW people who helps us (3 sections) Climate change 3 lessons	How do we affect the environment around us
Expressive arts and design <ul style="list-style-type: none"> Creating with materials Being imaginative and expressive 	Role play: home corner (inside) Messy café (outside) Self -selection of arts and crafts materials. Self-portraits – facial features Colour exploration Primary & secondary colours Autumn pictures Nursery rhymes	Role play: home corner (Christmas / Diwali enhancement café (outside) Magical play-doh workshop Potion creation – using the senses Sound effects – making musical instruments Christmas cards and decorations Singing- Nativity songs	Role play: home corner (celebrations) Office Outside: school Prints, patterns, textures – using different tools to create these. Drum making, musical beats. Observational art. Rhyme/ rhythm/ syllable clapping Moving to a rhythm	Role play: home corner (enhance inside with animals) Outside: castle fairy tales Savoury muffins Spring flowers – sketching Build a bridge – using clay Easter baskets & gardens – weaving, paper craft Adding texture to paint Music- listening to different types of music- emotions.	Role play: home corner (maps, car keys, passports, food delivery menus, suitcase) Outside: car wash/ vehicles Painting with vehicles – different types of print Transport art – sketching different parts of vehicle - large scale Making a vehicle with moveable wheels Music- found instruments Underground art (London tube stations)	Role Play: home corner (moving house) Outside: garden centre Exploring illustrations Changing tones and shades of colour Minibeast art – collage My first year at school – self selection of media and presentation Music- early notation