







Year Overview for EYFS 2023-2024

2023 - 2024	Autumn Term 1 Term 1	Autumn Term 2 Term 2	Spring Term 1 Term 3	Spring Term 2 Term 4	Summer Term 1 Term 5	Summer Term 2 Term 6
Topic/Theme	All About Me 	Let's Celebrate 	Real-Life Superheroes 	Ticket to Ride 	Down in the Garden 	Our World 
COEL	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
UTW/ RE	CREATION God the Creator God very special to Christians Name of God- Lord's Prayer Harvest celebrating God's goodness. Muslim story Baby Birds Muhammad special to Muslims	INCARNATION Babies to adults Stories of Jesus as an adult. Birth of Christ Nativity Gifts Jewish Hanukkah	INCARNATION What the bible says about Jesus. Jesus getting lost in the Temple Jesus welcomes children Christian Thanksgiving service for a baby.( Local clergy)	SALVATION Lent - Shrove Tuesday Palm Sunday Easter Story Building bridges saying sorry.	SALVATION Love God Love your Neighbour The Good Samaritan Prayer lighting candles Special Places for Christians. Visit to Abbey Special places for Muslims and Jews. Mosques, synagogues	CREATION Creation Story Christians believe they are called by God to care for the world. Caring for animals/ mini beasts. Mission, Africa Uganda Animal Welfare Service. Muslim story The Tiny Ants
Christian Calendar	Harvest	Advent/Christmas	Fair Trade	Lent/ Easter	Christian Aid	Trinity
PSED	Settling into school. Creating and understanding new rules.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Managing our feelings and behaviour in new situations, Taking turns.	Understand that others may not like the same things as us. Being sensitive to others needs and feelings.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Developing their confidence to talk to others and ask appropriate questions. Talk about their ideas and choose appropriate resources.	Adjust behaviour to different situations and take changes of routine in their stride. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Understand that own actions effect other people. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Become to negotiate and solve problems without adult support. Follow 'multi-step' instructions.

<p><b>PD</b> <b>Physical Development</b></p>	<p>Fine Motor Use a range of small tools, including scissors, paintbrushes and cutlery. Playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. <b>Introduction to PE Unit 1</b>  <b>Fundamentals Unit 1</b></p>	<p>Gross Motor Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Dressing and undressing. Independent self-care. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Threading, cutting, weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials  Nativity dance.  <b>Fundamentals Unit 1</b></p>	<p>Managing self, healthy bodies. Dressing and undressing. Fine Motor Begin to show accuracy and care when drawing. Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors  Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Gross motor continuation  <b>Ball skills 1</b></p>	<p>Refining gross and fine motor skills. Scissor cutting, pencil grasp, handwriting. Gross motor continuation Threading, cutting, weaving, playdough, Fine Motor activities. Demonstrate strength, balance and co-ordination and experiment and use different ways of moving. Balance-children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  <b>Games unit 1</b></p>	<p>Refining gross and fine motor skills. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Pencil grasp, handwriting. Gross motor preparing for sports day Demonstrate different ways of moving. Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music  <b>Dance unit 1</b></p>	<p>Refining gross and fine motor skills. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Pencil grasp, handwriting. Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.  Gross motor preparing for sports day  <b>Gymnastics unit 1</b></p>
<p><b>C&amp;L</b></p>	<p>Communicating with our peers and adults appropriately.  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Whole class story time weekly.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.  Ask appropriate questions.  Whole class story time weekly</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Whole class story time weekly Talking partners/ group discussions</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Whole class story time weekly Talking partners/ group discussions</p>	<p>Talking about natural processes- the lifecycle of a butterfly. Talking about our local environment and the changes in the seasons. Whole class story time weekly Talking partners/ group discussions</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Whole class story time weekly Talking partners/ group discussions</p>
<p><b>Literacy</b></p>	<p>Little Wandle: S a t p I n m d g o c k c k e u r h b f l  Writing names Pencil grip Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.  Nursery Rhymes Label Characters  Name writing  Giving meaning to marks and labelling. Shopping lists, Dominant hand, tripod grip, mark making,</p>	<p>Little Wandle: ff ll, ss, j, v, w x, y, z, zz, qu, words with s added to the end, ch, sh, th, ng, nk  Writing names Pencil grip Pencil control. Writing CVC words. Christmas letters/lists. Retelling stories using images / apps. Editing of story maps and orally retelling new stories. Helicopter Stories Sequence story -use vocabulary of beginning, middle and end.  Speech bubbles Name writing, labelling using initial sounds Writing captions.</p>	<p>Little Wandle- ai ee igh oa OO oo ar or ur ow oi ear air er Words with double letters Longer words List writing Fact writing Basic sentence writing  Encourage children to record stories through picture drawing/mark making for LAs. Draw vocabulary and knowledge from non-fiction books and stories.  Non-fiction writing - lists, healthy foods for teeth, how to brush our teeth. Writing some of the tricky words such as I, me, my, like, to, the.  Writing CVC words, Labels using CVC, CVCC, CCVC words</p>	<p>Little Wandle: ai ee igh oa oo ar or ur oo ow oi ear, er air words with double letter, words with two or more digraphs, longer words words ending in -ing compound words, longer words words with s in the middle /z/ s words ending -s words with -es at end /z/  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events  Draw vocabulary and knowledge from non-fiction books and stories throughout the day in different contexts.</p>	<p>Little Wandle- short vowels, longer words compound words, root words  Lifecycles of animals  Retell a story with actions and / or picture prompts as part of a group -Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Little Wandle: long vowel sounds CVCC CCVC,  ong vowel sounds CCVC CCCVC CCV CCVCC, Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words, root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, root word ending in: -er, -est longer words Sea creatures Fact writing Descriptive writing Seaside poetry  Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions  Beginning to understand that a non-fiction is a non-story-it gives information instead. Fiction means story.</p>

<b>Mathematical development</b>	Whiterose- Getting to know you, Just like me!  Baseline assessment  Matching, sorting, spotting the odd one out, size mass and capacity, making simple patterns.	Whiterose-It's me 1,2 3, Light and Dark Consolidation  Representing 1, 2, 3 comparing 1,2 3 composition 1, 2 3. Triangles and circle, special awareness.  4 and 5  One more and one less, shapes with 4 sides, day and night	Whiterose-Alive in 5, Growing 6, 7,8.  Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, comparing capacity.  6, 7 and 8, making pairs, combining 2 groups, length and height, time.	Whiterose- Building 9 and 10. Consolidation.  9 and 10, comparing 10, bonds to 10, 3D shapes, pattern.	Whiterose- To 20 and beyond, First then now.  Building numbers beyond 10, counting patterns beyond 10, spatial reasoning.  Consolidating key skills, adding more, taking away, and spatial reasoning.	Whiterose- Find my pattern, on the move.  Consolidating key skills, doubling, sharing and grouping, even and odd, spatial reasoning.  Consolidating key skills, deepening understanding, patterns and relationships, spatial reasoning.
<b>Understanding of the world</b>	People, Culture and Communities  Describe their immediate environment.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Our families  Look at parent/ children origins.	Remembrance- soldiers in the war, poppies, 2 minutes silence.  Diwali- other cultures and traditions. • How do people celebrate Christmas and Nativity?  The jolly Christmas Postman	Talk about people that children may have come across within their community, such as the police, the fire service, doctors, teachers, shop keepers, postman/woman etc / Introduce children to different occupations.  People in the community - fire service, police, paramedics  Our bodies, dentist, doctors, nurses, finger printing  Fire station to visit school  Dentist- self care  Look at the way these roles have changed from the past- Florence Nightingale.	Describe their immediate environment using knowledge from observation. Car tally Mapping our journey to school.  Understand the past through settings, characters and events encountered in books read in class and storytelling. Looking at how transport has changed.  Explain some similarities and differences between life in this country Looking at transport around the world, Tuk-tuk, snow mobile, gondolas etc.  Have a look at space travel. Spotting signs of spring	Life cycle of creatures- frog, chick, flower/plant, caterpillar Seasonal changes Bug hotel  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Explore the natural world around them, making observations and drawing pictures of animals and plants.	Pollution in the water Different sea creatures/habitats How we can help keep sea animals safe.  The seaside- past and present  Facts about seaside animals  Floating and sinking Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
<b>Expressive Arts and Design</b>	Exploring colours and patterns. Understanding how to use tools correctly for EAD activities.  Safely use and explore a variety of materials, tools and techniques.  Self-portraits. Creative Area.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Exploring form and shape Christmas craft Learning and singing Christmas songs Dance  Make use of props and materials in the role play area to re-create well known stories	Building a fire engine Junk modelling Topic related art work Songs about people who help us  Make straw skeletons	Easter craft Celebration songs Exploring with a variety of textures	Select tools and techniques to create art about the universe.	Create sea creatures Observational drawings Seaside songs