

EYFS YEARLY OVERVIEW – TERM BY TERM

| AREA OF LEARNING | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | END GOALS |
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| COMMUNICATION & LANGUAGE Listening, attention and understanding Speaking | Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary. Use new vocabulary throughout the day. | Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. Engage in rhymes and songs. Express and share their ideas. Develop social phrases. Engage in story times. Use recently introduced vocabulary. | Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Respond to what others say in context. Articulate their ideas and thoughts in well-formed sentences. | Retell a story, joining in with repeated refrains. 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. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. | Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts. Learn rhymes, poems and songs Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 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. | 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. |
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| <p>LITERACY Comprehension Word Reading Writing</p> | <p>Read individual letters by saying the sounds for them.</p> <p>Hear and record initial sounds in words.</p> | <p>Anticipate – where appropriate – key events in stories.</p> <p>Begin to retell stories.</p> <p>Use recently introduced vocabulary.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> | <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Begin to write simple sentences and captions.</p> | <p>Retell a story, joining in with repeated refrains.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Write short sentences with words with known sound letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Have some favourite books and be able to talk about them.</p> <p>Create own stories based on my interests and stories I have read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |
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| <p>MATHS Number Numerical patterns (white rose) *Shape, space and measures</p> | <p>Just like me! -match and sort, compare amounts -compare size, mass & capacity, exploring pattern Compare numbers.</p> | <p>It's me 1,2,3! -representing, comparing, composition 1,2,3 (see previous half term) Light and dark -representing numbers to 5, one more or less - shapes with 4 sides, time Subitise.</p> | <p>Alive in 5 -introducing 0, comparing numbers to 5, composition of 4&5 - compare mass, compare capacity (see previous half term) Subitise (recognise quantities without counting) up to 5 Growing 6,7,8! -making pairs, combining 2 groups -length & height, time Subitise.</p> | <p>Building 9 & 10 -comparing numbers to 10, number bonds to 10 - 3D shape, pattern Subitise. Automatically recall number bonds for numbers 0–3 Have a deep understanding of number to 10, including the composition of each number; 14 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Explore the composition of numbers to 10. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Becomes familiar with measuring tools in everyday experiences and play Compare length, weight and capacity.</p> | <p>To 20 and beyond -building numbers beyond 10, counting patterns beyond 10 - spatial reasoning, math, rotate, manipulate Subitise. Automatically recall number bonds for numbers 0–3 Count beyond ten. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Verbally count beyond 20, recognising the pattern of the counting system First then, now -adding more, taking away - spatial reasoning, compose and decompose Subitise. Have a deep understanding of number to 10, including the composition of each number; 14 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Solve problems involving number Give reasons for the answers and their thinking Talk to adults and peers about what they notice</p> | <p>Find my pattern -doubling, sharing and grouping, even and odd - spatial reasoning, visualise and build Subitise. Have a deep understanding of number to 10, including the composition of each number; 14 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Solve problems involving number Give reasons for the answers and their thinking Talk to adults and peers about what they notice and explain their maths</p> | <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> |
| | <p>Automatically recall number bonds for numbers 0–3 Explore the composition of numbers to 3. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Talk about maths and what they notice Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> | <p>Automatically recall number bonds for numbers 0–3 Explore the composition of numbers to 5. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Is increasingly able to order and sequence events using everyday language related to time Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> | <p>Automatically recall number bonds for numbers 0–3 Explore the composition of numbers to 8. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Becomes familiar with measuring tools in everyday experiences and play Compare length, weight and capacity.</p> | <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Explore the composition of numbers to 10. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Continue, copy and create repeating patterns. Uses informal language and analogies (e.g. heart shaped and hand-shaped leaves)</p> | <p>Automatically recall number bonds for numbers 0–3 Count beyond ten. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Verbally count beyond 20, recognising the pattern of the counting system First then, now -adding more, taking away - spatial reasoning, compose and decompose Subitise. Have a deep understanding of number to 10, including the composition of each number; 14 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Solve problems involving number Give reasons for the answers and their thinking Talk to adults and peers about what they notice</p> | <p>Have a deep understanding of number to 10, including the composition of each number; 14 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Solve problems involving number Give reasons for the answers and their thinking Talk to adults and peers about what they notice and explain their maths</p> | <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> |

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| <p>PSED Self-regulation Managing Self Building Relationships</p> | <p>Identify basic feelings e.g. happy, sad.</p> <p>Begin to build positive relationships.</p> <p>Begin to identify factors that support our health and wellbeing including tooth brushing, sleep.</p> | <p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p>Know and understand the school rules and expectations.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> | <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing – sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Follow the school rules and expectations.</p> <p>Think about the perspectives of others.</p> <p>Work and play cooperatively and take turns with others.</p> | <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Form positive attachments to adults and friendships with peers.</p> | <p>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.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show sensitivity to their own and to others’ needs.</p> | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p> |
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| <p>PHYSICAL DEVELOPMENT Gross motor skills Fine motor skills</p> | <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively.</p> | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> | <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |
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| <p>UNDERSTANDING THE WORLD (incl. online safety) Past and present (History) People, Culture and Communities (RE) The natural world (Geography, Science) Technology *taken from birth to 5 matters</p> | <p>Comment on images of familiar situations in their past/life.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Identify places that are special to me.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Describe their immediate environment.</p> <p>Completes a simple program on electronic devices.</p> | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>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.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Begin to investigate and create maps.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p> | <p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Can use the internet with adult supervision to find and retrieve information.</p> | <p>Create own maps.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p> | <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.</p> <p>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.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> |
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| <p>EXPRESSIVE ARTS & DESIGN Creating with materials Being imaginative and expressive</p> | <p>Explore and use a variety of artistic effects.</p> <p>Listen to and enjoy music.</p> | <p>Use and explore and variety of materials, tools and techniques.</p> <p>Sing songs in a group or on their own.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Move to and talk about music.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> | <p>Share their creations, explaining the process they have used.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> |
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