

**EYFS Yearly Overview: 2023-2024**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole School Focus</b>	<b><u>Who has changed the World?</u></b>	<b><u>Fire and Ice</u></b>	<b><u>Is the past the key to the future?</u></b>	<b><u>What's the Story?</u></b>	<b><u>Our Amazing world</u></b>	<b><u>In the past</u></b>
<b>Topics and Texts</b>	Nursery: All about me Goldilocks and the three bears. Three Little pigs	Nursery: The Enormous Turnip Cinderella Christmas	Nursery: A little bit of Winter Alice in Wonderland Chinese New Year	Nursery: Three Billy Goats Gruff Little red riding hood Easter	Nursery: Little Red Hen Ugly Duckling	Nursery: Hansel and Gretel Rapunzel Transition / People who help us
	Reception: Rainbow Fish Big Big Sea	Reception: Diwali The Gingerbread Man The Christmas Story The Elves and Shoemakers	Reception: Tyrannosaurus Drip Gigantosaurus Chinese New Year	Reception: Gruffalo Room on the Broom Stickman Easter	On Reception: Jack and the Beanstalk Eric Carle – The Hungry Caterpillar	Reception: Going on a Bear Hunt Bear Snores
<b>Nursery Rhymes</b>	Twinkle twinkle	Baa Baa black sheep	Incy wincy spider	Hickory dickory dock	Wind the bobbin' up	Humpty Dumpty
	Goldilocks Five little Speckled Frogs	Mary had a little lamb Dingle Dangle Scarecrow	I'm a little Teapot Three blind mice	Hey diddle diddle Hot Cross Buns	Two Little Dickie Birds 5 Little Ducks	The Grand old Juke of York Jack and Jill
	Head, shoulders, Knees and Toes 1, 2, 3, 4, 5 Once I caught a Fish alive Nelly the Elephant	10 Little Snowflakes 10 Sparkling Fireworks 12 Days of Christmas	Dinosaurs Down in the Jungle The Animals went in two by Two	I can sing a Rainbow 10 Great Bottles 5 Little Men	Sing a song of Sixpence Oh I do like to be beside the seaside Mary, Mary Quite Contrary	Teddy Bears' Picnic Wiggly Woo 10 Fat Sausages
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Parents in/transition.</li> <li>Welly walks around school/school ground.</li> <li>Collect Food for Food Bank Collections</li> <li>Take One Picture</li> </ul>	<ul style="list-style-type: none"> <li>Parents in from different nationalities to talk about different ways to celebrate.</li> <li>Visit the local church.                             <ul style="list-style-type: none"> <li>Firefighters visit</li> </ul> </li> <li>Celebrate Diwali – 13<sup>th</sup> November 4</li> <li>Welly walk to look at seasonal changes</li> <li>Writing Christmas Cards for the Elderly</li> </ul>	<ul style="list-style-type: none"> <li>Dino Dig Day.</li> <li>Fairy Tale Ball</li> <li>Have a Chinese New Year celebration                             <ul style="list-style-type: none"> <li>Colour Walk</li> </ul> </li> <li>Have a Chinese Feast                             <ul style="list-style-type: none"> <li>Mary Anning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Trip to the Church for Easter</li> <li>Go on a scarecrow trail.</li> <li>Trip to the Flower Shop</li> <li>Dressing up for World Book Day                             <ul style="list-style-type: none"> <li>Easter Bonnet Parade</li> <li>Easter Egg-travaganza                                     <ul style="list-style-type: none"> <li>Westonbirt Trip</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Growing ducklings, frogs and butterflies.</li> <li>Make Horse Poo – clay and straw for learning about farms                             <ul style="list-style-type: none"> <li>Camp Fire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Prince and Princess dress up day.                             <ul style="list-style-type: none"> <li>Transition                                     <ul style="list-style-type: none"> <li>New starter picnic</li> <li>Make sweet houses.</li> </ul> </li> <li>Signs of summer welly walk.</li> <li>Look at the role of the farmer.</li> <li>Teddy Bear's Picnic</li> </ul> </li> </ul>

2 year olds will...

Preschool children will...

Reception children will...

Early Learning Goal

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<b>Communication and language</b>	<ul style="list-style-type: none"> <li>Understand simple instructions like “give to Nanny” or “stop”.</li> <li>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> <li>Identify familiar objects and properties for practitioners when they are described: for example, ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and point to objects if asked about them.</li> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to other people’s talk with interest but can easily be distracted by other things.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</li> <li>Understand simple questions about ‘who’, ‘what’, and ‘where’ (but generally not ‘why’).</li> </ul>	<ul style="list-style-type: none"> <li>Use the speech sounds p, b, m, w.</li> <li>Pronounce: - l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as ‘banana’ and ‘computer’.</li> </ul>	<ul style="list-style-type: none"> <li>Start to say how they are feeling, using words as well as actions.                             <ul style="list-style-type: none"> <li>Start to develop conversation, often jumping from topic to topic.</li> </ul> </li> <li>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> </ul>
	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary</li> <li>Engage in storytimes</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs</li> <li>Engage in non-fiction books.                             <ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> </li> </ul>

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Early Learning Goal

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<b>ELG</b>	<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking ELG</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>					
<b>Physical development</b>	<ul style="list-style-type: none"> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> </ul>	<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> </ul>	<ul style="list-style-type: none"> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> </ul>	<ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Build independently with a range of appropriate resources.</li> </ul>	<ul style="list-style-type: none"> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Develop manipulation and control.</li> </ul> <p>Explore different materials and tools.</p>
	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul>	<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>

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	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully:</li> <li>lining up and queuing <ul style="list-style-type: none"> <li>mealtimes</li> </ul> </li> <li>personal hygiene</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling</li> </ul> </li> <li>- crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<b>ELG</b>	<p><b>Gross Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>					
<b>Personal, social and emotional development</b>	<ul style="list-style-type: none"> <li>Engage with others through gestures, gaze and talk.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul>	<ul style="list-style-type: none"> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> <li>Feel strong enough to express a range of emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Thrive as they develop self-assurance.</li> <li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion etc.</li> <li>Develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use the toilet with help, and then independently.</li> </ul>

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	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Show more confidence in new social situations. – Greater possibility of the nursery and preschool children mixing.</li> <li>Understand gradually how others might be feeling.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Talk with others to solve conflicts.</li> <li>Develop appropriate ways of being assertive</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>
	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge</li> </ul>
<b>ELG</b>	<p><b>Self-Regulation ELG</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>Managing Self ELG</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships ELG</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>					
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Enjoy sharing books with an adult.</li> <li>Repeat words and phrases from familiar stories.</li> <li>Enjoy drawing freely.</li> </ul>	<ul style="list-style-type: none"> <li>Say some words in songs and rhymes.</li> <li>Copy finger movements and other gestures.</li> <li>Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>Pay attention and respond to the pictures or words.</li> </ul>	<ul style="list-style-type: none"> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Ask questions about the book. Make comments and shares their own ideas.</li> <li>Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>	<ul style="list-style-type: none"> <li>Makes marks on their picture to stand for their name.</li> <li>Pay attention and respond to the pictures or words.</li> </ul>	<ul style="list-style-type: none"> <li>Add some marks to their drawings, which they give meaning to. For example, "that's my mummy."</li> <li>Ask questions about the book. Make comments and shares their own ideas.</li> </ul>

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	<ul style="list-style-type: none"> <li>Add some marks to their drawings, which they give meaning to. For example, “that’s my mummy.”</li> <li>Ask questions about the book. Make comments and shares their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book – page sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>Write some or all of their name.                             <ul style="list-style-type: none"> <li>Write some letters accurately.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school’s phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>
<b>Phonics</b>	<b><u>The Ultimate Guide to Phonological Awareness Yearly Overview</u></b>					
	Stage One - Speech Detection 1.1 Recognise non-speech sounds	Stage One - Speech Detection 1.1 Recognise non-speech sounds Stage Two - Syllable Awareness 2.1 - Syllable Segmentation	Stage One - Speech Detection 1.2 - Recognise speech sounds as distinct from other environmental sounds Stage Two - Syllable Awareness 2.1 - Syllable Segmentation	Stage One - Speech Detection 1.3 - Recognise that sentences are made up of individual words Stage Two - Syllable Awareness 2.2 - Syllable Blending Stage Three -Onset and Rime 3.1- Recognise that words can be broken down into onset and rime Stage Four - Rhyme Detection 4.1 - Recognise that words can rhyme	Stage Two - Syllable Awareness 2.3 - Syllable Deletion Stage Three -Onset and Rime 3.2 - Onset Identification Stage Four - Rhyme Detection 4.1 - Recognise that words can rhyme Stage Five - Initial Sounds 5.1 - Recognise that words can begin with the same sound	Stage Five - Initial Sounds 5.2 - Production of words with the same sound Stage Six - Rhyme Production 6.1 - Production of Rhyming Strings
	<b><u>Little Wandle Letters and Sounds Revised: Programme progression Reception overview</u></b>					

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	Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l Tricky words: Is l the	Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words: put pull full as and has his her go no to into she push he of we me be	Phase 3 graphemes: ai ee igh oa oo o oar or ur ow oi ear air er Tricky words: was you they my by all are sure pure	Phase 3 graphemes: Review all Tricky words: Review all	Phase 4 CVCC CCVC CCVCC CCCVC CCCVCC words Tricky words: Said so have like some come love do were here little says there when what one out today	Phase 4 CCVC CCCVC CCV CCVCC and word endings Tricky words: Review all
<b>ELG</b>	<p><b>Comprehension ELG</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading ELG</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing ELG</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare sizes, weights etc, using gesture and language</li> <li>• Compare amounts, saying 'lots', 'more', or 'same'.</li> </ul>	<ul style="list-style-type: none"> <li>• React to changes of amount in a group of up to three items.</li> <li>• Count in everyday contexts, sometimes skipping numbers – '1,2,3,5'.</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocab: bigger/little/smaller, high/low, tall, heavy.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Climb and squeeze themselves into different types of spaces</li> </ul>
	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route. <ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Show 'finger numbers' up to 5.</li> <li>• *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>

2 year olds will...

Preschool children will...

Reception children will...

Early Learning Goal

## EYFS Yearly Overview: 2023-2024

	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise -Show small quantities in familiar patterns (for example, dice) and random arrangements.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Compare numbers</li> <li>Automatically recall number bonds for numbers 0 to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> </ul>
<b>ELG</b>	<p><b>Number ELG</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>Numerical Patterns ELG</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
<b>Understanding of the world</b>	<ul style="list-style-type: none"> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Explore natural materials, indoors and outside.</li> </ul>	<ul style="list-style-type: none"> <li>Notice differences between people.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Explore and talk about different forces they can feel.</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations</li> </ul>
	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>

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Early Learning Goal



## EYFS Yearly Overview: 2023-2024

<b>ELG</b>	<p>Past and Present ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People Culture and Communities ELG</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>The Natural World ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>					
	<b>Expressive arts and design</b>					
	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Enjoy and take part in actions songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<ul style="list-style-type: none"> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to make marks intentionally.</li> <li>• Make rhymical and repetitive sounds.</li> <li>• Explore a range of soundmakers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> </ul>	<p>Make simple models which express their ideas.</p>	<ul style="list-style-type: none"> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> </ul>
	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul>

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## EYFS Yearly Overview: 2023-2024

	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul>
ELG	<p><b>Creating with Materials ELG</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive ELG</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					

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