

EYFS Overview 2021/22

	Autumn 1 It's all about Me! Oh and people who help us	Autumn 2 Autumn & Celebrations	Spring 1 Castles, dragons & fairy tales	Spring 2 Zoom! transport, journeys and Space	Summer 1 In the Garden Growing & minibeasts	Summer 2 Terrific Animals of Land & sea
Characteristics of Effective Learning	<p>Playing and exploring: - 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>Active learning: - 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>Creating and thinking critically: - 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>					
Communication, Language - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, productions, assemblies and speech and language interventions when appropriate, weekly interventions.	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them Sharing facts about me! What are your likes/dislikes Familiar Print Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Rhyming and alliteration	Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Asks how and why questions... Discovering Passions Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail - time conjunctions Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story	Develop vocabulary Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own experiences Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.	Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures for current topic.

<p>Personal, social and emotional development -</p> <p>Building relationships, managing self & self regulation.</p>	<p>Settling in, routines and Class Rules See themselves as a valuable individual. Being me in my world Supporting children to build relationships</p>	<p>How to deal with emotions Self - Confidence Build constructive and respectful relationships Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others.</p>	<p>Healthy me Random acts of Kindness Give children strategies for staying calm in the face of frustration. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it</p>	<p>Looking after others Friendships Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking after our Planet</p>	<p>Dreams and Goals Team Games- Winning and loosing Changing me Look how far I've come! Highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<p>Physical - Fine motor,</p>	<p>Manipulate objects with good fine motor skills -threading, cutting, weaving, playdough, Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Handing small items - un/fastening buttons</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Teach and model correct letter formation. To colour inside the lines of a picture</p>	<p>Hold pencil effectively with comfortable grip Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Use one hand consistently for fine motor tasks</p>	<p>Develop pencil grip and letter formation consistently using a dominant hand.</p>	<p>Forms recognisable letters most correctly formed Cut along a straight line, start to cut along a curved line, like a circle Draw a cross</p>	<p>Form letters correctly Begins to use anticlockwise movement and retrace vertical lines Draw pictures that are recognisable Build things with safely and with increasing control and intention</p>
<p>Physical - Gross motor, health and self care</p>	<p>Different ways of moving to be explored with children- Climbing - outdoor equipment, balance stilts, bikes.</p> <p>Children take part join Class 1 for weekly PE and outdoor games. Encouraging independent changing for PE. Discuss why it is important to exercise.</p> <p>Encouraging individual children to develop good personal hygiene. Acknowledging and praising their efforts. Provide regular reminders about thorough handwashing and toileting. Discuss healthy choices.</p>					

<p>Literacy-Comprehension, reading and writing</p>	<p>Join in with rhymes and show an interest in stories with repeated refrains. Environment print. Understand the five key concepts about print: it has meaning - can have different purposes (read English text left to right and top to bottom, the names of the different parts of a book) Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Own name writing, Labels and captions. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Phonic Sounds -Phase 2.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Listen to children read aloud, ensuring books</p>	<p>Non-Fiction Focus What is Diwali, why do we celebrate 5th November. What is Hanukkah Writing facts, lists, captions and letters. Enjoys an increasing range of books. Stories from other cultures and traditions</p> <p>Phonic Sounds -Phase 2/3. Help children to become familiar with digraphs.</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Children to touch each finger as they say each sound. Exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Retell stories related to events through acting/role play. Editing of story maps and orally retelling new stories. Anticipate (where appropriate) key events in stories. Sequence story - use vocabulary of beginning, middle and end. Stories from other cultures and traditions. _ Chinese New Year</p> <p>Phonic Sounds - Phase 3</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Read simple phrases and sentences made up of words with known letter-sound correspondences consistent with their phonic knowledge by sound-blending .and read a few common exception words.</p>	<p>Fiction focus. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Phonic Sounds - phase 3 and revision.</p> <p>Reading: Read aloud words, simple sentences and books that are consistent with their phonic</p>	<p>Distinguish capital letters and lower case letters. Spell words by identifying the sounds and then writing the sound with letter/s. Writing information leaflets about minibests in the garden/plants and growing. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Phonic Sounds - phase 4 - CVCC words</p> <p>Reading: Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Form lower-case and capital letters correctly. Writing information leaflets about animals Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Use and understand recently introduced vocabulary during discussions about stories, non-fiction and poems.</p> <p>Phonic Sounds - phase 4 - CVCC words. Adjacent consonants and polysyllabic words.</p> <p>Reading: Read aloud words, simple sentences and books that are</p>
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	are consistent with their developing phonic knowledge.			knowledge by sound-blending., including some common exception words. Naming letters of the alphabet.	Write simple phrases and sentences that can be read by others.	consistent with their phonic knowledge, including some common exception words.
Maths Based on White Rose Maths	Matching and sorting, Comparing size, mass and capacity, Comparing amounts and exploring patterns.	Representing, composition and comparing 1, 2 & 3 Circles and triangles Positional language. Representing numbers to 5, composition of 4 & 5 1 more 1 less, shapes with 4 sides and time.	Introducing zero Comparison to 5, composition of 4 and 5, Compare mass (2) and compare capacity.	Representing, counting, composition, comparing, subitise 6, 7 and 8. Pairs Combining 2 groups Height and length Representing 9 and 10 Comparing numbers to 10, Number bonds to 10 3d shape Pattern (2)	Building numbers beyond 10 Counting Patterns beyond 10. Spatial reasoning (1) Match, Rotate, Manipulate. Adding More Taking away Spatial reasoning (2) Compose and Decompose	Doubling Sharing and Grouping Even and Odd Spatial reasoning (3) Visualise and Build Deepening understanding Pattern and Relationships Special reasoning (4)
Understanding the world	Who is in my family? Commenting on photos of their family; naming who they can see and of their relation to them. What do I do and where have I been with my family? Look at similarities and make comparisons between other families. Name and describe people who are familiar to them. Talk about their past and present events.	Look closely at what happens in Autumn to nature in the environment around them. What is happening to our days and nights? Remembrance Day Who and how is Diwali celebrate. Use world maps to show children where some stories/ events are based. How have you and your family celebrated Christmas' in the past.	Read different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. life in the past - what was it like to live in a castle. Are there still castles today?	Discuss how they got to school and what mode of transport they used. Discuss a range of transport and where they can be found. Look at the difference between transport in this country and one other country- to make simple comparisons. Talk about Willoughby and what there is to do in the village. Make comparisons to if they lived in a city.	Growth, decay and changes over time. Life cycles.	Looking after our Planet -plastic oceans, reducing, recycling waste.

	<p>Read fictional stories about families and start to tell the difference between real and fiction. Navigating around our classroom and outdoor areas - treasure hunts to find places/ objects within our learning environment.</p> <p>Look at who works in our school then different occupations in the community - how these people help them. Read a story on Stranger danger - talk about occupations and how to identify strangers that can help them when they are in need.</p> <p>Visit to the local church - Harvest festival.</p> <p>What times are special and why? Harvest</p>	<p>Photos of how Christmas used to be celebrated in the past. Draw information from a map and begin to understand why maps are so important to postmen - The Jolly Postman.</p> <p>Which people & stories are special and why? Diwali Hannukah Christmas</p>	<p>Who is our Queen today? Where does she live? Look at castles around the UK and the World -world maps. Changing states of matter - water/rain, ice, snow</p> <p>What times are special and why? Chinese New Year Ash Wednesday / Shrove Tuesday</p>	<p>Handa's Surprise to explore a different county Bee-bots on simple maps - encourage the use navigational language. Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different? Look at NASA and significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>What times are special and why? Palm Sunday Easter</p>		
Expressive arts and design	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models with construction</p>	<p>Observational drawings of Autumn related objects. Designing homes for hibernating animals. Listen to music and make their own</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space</p>	<p>Make different textures; make patterns using different colours explore ways to protect the growing of plants by</p>	<p>Observational paintings of land/sea creatures.</p>

	<p>equipment. Sing call-and-response songs. Self-portraits. Junk modelling. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>dances in response. Firework pictures, Christmas decorations, cards, Divas, Christmas songs/poems. Role Play Take part in The Nativity.</p>	<p>Castle models. Easter arts, cards, bonnets. Chinese arts, lanterns</p>	<p>pictures. Junk model transport. Exploration of other countries - dressing up/ textiles, up in different costumes. Retelling familiar stories. Pastel drawings, printing, patterns on Easter eggs</p>	<p>designing bird scaring devices. Home Corner role play. Artwork themed around Eric Carle / The Seasons Wide range of props for play which encourage imagination.</p>	
<p>The overarching principles</p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					