

EYFS Overview	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p>All About Me</p> <p><u>Texts:</u> Starting School Lucy's Blue Day Only One You We're Going on a Bear Hunt</p>	<p>Healthy Me Celebrations</p> <p><u>Texts:</u> Funnybones Science in Action: Senses One Snowy Day</p>	<p>Toys</p> <p>People Who Help Us</p> <p><u>Texts:</u> I love you, Blue Kangaroo Dogger On the Way Home</p>	<p>Animals</p> <p><u>Texts:</u> Traditional Tales The Rainbow Fish Handa's Surprise Monkey Puzzle</p>	<p>Growing</p> <p><u>Texts:</u> The Growing Story Rosie's Walk Grandpa's Garden Jack and the Jelly Beanstalk</p>	<p>Minibeasts</p> <p>Around the World</p> <p><u>Texts:</u> Mad About Minibeasts The Big Book of Bugs Yucky Worms</p>
Maths (White Rose)	<p>Just Like Me! Match and sort Compare Amounts Compare size, mass and capacity Exploring pattern</p> <p>It's Me 1 2 3! Representing 1, 2, & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and Triangles Positional Language</p> <p>Light and Dark Representing numbers to 5 One more and less Shape with 4 sides Time</p>		<p>Alive in 5! Introducing Zero Comparing numbers to 5 Composition of 4&5 Compare mass Compare capacity</p> <p>Growing 6, 7, 8 6, 7, & 8 Combining 2 amounts Making Pairs Length and Height Time</p> <p>Building 9&10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns</p>		<p>To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Match, rotate, manipulate</p> <p>First Then Now Adding More Taking Away Spatial Reasoning Compose and decompose</p> <p>Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial reasoning Visualise and Build</p> <p>On The Move Deepening understanding Patterns and relationships Spatial reasoning Mapping</p>	
UTW-The Natural World	Autumn-Seasonal Change	Healthy Me Senses	Winter-Seasonal Change	Spring-Seasonal Change	Life cycles Growing	Minibeasts

<p>(SCIENCE)</p> <p>(Link with C&L and PSED)</p>	<p>Explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>All About Me Begin to make sense of their own life story and family's history</p>	<p>Describe what they see, hear and feel around them.</p> <p>Make healthy choices about food, drink, activity and toothbrushing (PSED)</p> <p>Materials Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Contrasting Environments Recognise some environments that are different to the one in which we live.</p>	<p>Explore the natural world around them</p> <p>Toys Explore how things work</p> <p>Explore and talk about different forces they can feel</p>	<p>Explore the natural world around them</p> <p>Animals Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</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 (ELG)</p>	<p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)</p>
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	<p>ONGOING in CP: Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see using a wide vocabulary</p> <p>Explore and talk about different forces they can feel</p>					
UTW-Past and Present (HISTORY)	Our Life Story Family's history Begin to make sense of their own life story and family's history.	Celebrations (Guy Fawkes, Remembrance day, Diwali, Christmas) Compare and contrast characters from stories, including figures from the past	Toys Comment on images of familiar situations in the past People Who Help Us Talk about the lives of the people around them and their roles in society (ELG)	Traditional Tales Understand the past through settings, characters and events encountered in books read in class and storytelling.	Revisit ELG statements in CP/Stories	Revisit ELG statements in CP/Stories
	<p>ONGOING IN CP: 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. (ELG)</p>					
UTW-People, Culture and Communities, The Natural World (GEOGRAPHY)	Our Community/Maps Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. (Link to maths)	Contrasting Environments Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	People who Help Us Draw information from a simple map. Recognise some similarities and differences between life in this country and other countries (Chinese New Year)	Spring Explore the natural world around them. Animals Recognise some environments that are different to the one in which they live.	Contrasting Environments (Link with Handa's Surprise) Know some similarities and differences between life in this country and life in other countries, drawing on their experiences and what has been read in class. (ELG) Know some similarities and differences	Minibeasts Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) Around the World (Link with Australia) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from

					<p>between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>stories, non-fiction texts and (when appropriate), maps. (ELG)</p>
<p>ONGOING IN CP: Use all their senses in hands-on exploration of natural materials. Recognise some similarities and differences between life in this country and life in other countries. Understand some important processes and changes in the natural world around them, including the seasons. (ELG)</p>						
<p>Expressive Arts and Design- Creating with Materials, Being imaginative and expressive (ART) (Link to PD)</p>	<p>All About Me Healthy Me Celebrations</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Toys People Who Help Us Animals</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>Growing Minibeasts Around the World</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p>			

	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>		
<p>ONGOING IN CP: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining their ideas and developing their ability to represent them, Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
<p>Expressive Arts and Design-Being imaginative and Expressive</p> <p>(MUSIC)</p>	<p>All About Me Healthy Me Celebrations</p> <p>Listen with increased attention to sounds</p> <p>Respond to what you have heard expressing your thoughts and feelings</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Toys People Who Help Us Animals Nursery Rhymes/Familiar songs</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>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music and dance, performing solo or in groups</p>	<p>Growing Minibeasts Around the World</p> <p>Sing a range of well known nursery rhymes and songs (ELG)</p> <p>Performs songs, rhymes, poems and stories with others (when appropriate, try to move in time with the music) (ELG)</p>
<p>ONGOING IN CP: Play instruments with increasing control to express their feelings and ideas Combine different movements with ease and fluency (PD) Explore and engage in music making and dance, performing solo or in groups.</p>			

UTW-Past and present, People and Communities (Link with PSED) (RE)	Which stories are special and why? All About Me Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people.	Which people are special and why? Celebrations Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people.	Which places are special and why? Chinese New Year Lent See themselves as a valuable individual. Think about the perspectives of others. Talk about members of their immediate family and community. Understand that some places are special to members of their community.	Which times are special and why? Recognise that people have different beliefs and celebrate special times in different ways. See themselves as a valuable individual. Think about the perspectives of others. Talk about members of their immediate family and community.	Where do we belong? Show sensitivity to their own and others' needs. (PSED ELG) Talk about the lives of the people around them and their roles in society. (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) 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. (ELG)	What is special about our world? Show sensitivity to their own and others' needs. (PSED ELG) Talk about the lives of the people around them and their roles in society. (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) 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. (ELG)
DT	All About Me Healthy Me Celebrations		Toys People Who Help Us Animals		Growing Minibeasts Around the World	

(Links with UTW, PD, PSED)	<p>Select and use activities and resources, with help when needed. (PSED)</p> <p>Choose the right resources to carry out their plan. (PD)</p> <p>Use one-handed tools and equipment for example, making snips in paper. (PD)</p> <p>Explore how things work (UTW)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)</p>		<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</p> <p>Return to, and build on their previous learning, refining their ideas and developing their ability to represent them. (EAD)</p> <p>Create collaboratively, sharing ideas, resources and skills. (EAD)</p>		<p>Use a range of small tools, including scissors, paintbrushes and cutlery. (PD ELG)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD ELG)</p> <p>Share their creations, explaining the process they have used (EAD ELG)</p>	
	<p>ONGOING IN CP: Explore different materials freely in order to develop ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. (EAD)</p> <p>Make imaginative and complex “small worlds” with blocks and construction kits. (EAD)</p> <p>Explore how things work.</p>					
PE	Manipulative Skills	Travelling Skills	Dance	Gymnastics	Striking and Fielding	Athletics
Computing	<p>Computing Skills covered in CP:</p> <p>Remember rules without needing an adult to remind them (PSED)</p> <p>Match their developing physical skills to tasks and activities in the setting (PD)</p> <p>Explore how things work (UTW)</p>		<p>Computing Skills covered in CP:</p> <p>Show resilience and perseverance in the face of a challenge (PSED)</p> <p>Know and talk about the different factors that support their overall health and well-being, e.g. sensible amounts of “screen time”. (PSED)</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently. (PD)</p>		<p>Computing Skills covered in CP:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PD ELG)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (PSED ELG)</p> <p>Safely use and explore a variety of materials, tools and techniques,</p>	

			Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)		experimenting with colour, design, texture, form and function. (EAD ELG)	
Now Press Play	Three Little Pigs Goldilocks Space	Christmas Story Gingerbread Man	People Who Help Us Transport	Dinosaurs On the Farm	Jack and the Beanstalk Weather LRRH	Minibeasts Seaside Under the Sea