

EYFS Overview	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	<u>Community</u> Big Questions *What makes a “community”? *What do we need communities for? *How do you show unity with your family and friends? *How do you know you are part of a community?	<u>The Arts</u> Big Questions- *What would life be like without expression through art?	<u>Citizenship</u>	<u>Navigation</u> Big Questions- *Is there any part of our world yet to be discovered? Is there a part of our world/planet where a human has never been?	<u>Sustainability</u> What would happen to the human race if plants could no longer survive on our planet?	<u>Health</u> If we were happier all the time, would we be healthier?
Projects	How does where we live compare to London?	Christmas Singing	Should we live in a world where poverty and food waste exist?	Explorers	How can we look after our environment? Where does food come from?	
Literacy	The Colour Monster- Anna Llenas We’re All Wonders- RJ Palacio What Makes Me a Me?- Ben Faulks Paddington- Michael Bond	Chalk- Bill Thomson Beautiful Oops- Barney Saltzberg Luna Loves Art- Joseph Coehlo The Christmasaurus (picture book)-Tom Fletcher Traditional Tales	The Ugly Five- Julia Donaldson All Are Welcome- Alexandra Penfold My World, Your World- Melanie Walsh	Toys in Space- Mini Grey Traction Man is Here- Mini Grey	Yucky Worms- Vivian French The Very Hungry Caterpillar- Eric Carle The Bee Book- Charlotte Milne Somebody Swallowed Stanley- Sarah Roberts	I Can Eat a Rainbow- Oleana Rose Oliver series: Vegetables / Fruit Salad / milkshake- Vivian French Ruby’s Worry- Tom Percival Handa’s Surprise- Eileen Browne

Maths (White Rose)	Just Like Me! Match and sort Compare Amounts Compare size, mass and capacity Exploring pattern It's Me 1 2 3! Representing 1, 2, & 3 Comparing 1, 2 & 3 Composition of 1,2 & 3 Circles and Triangles Positional Language Light and Dark Representing numbers to 5 One more and less Shape with 4 sides Time		Alive in 5! Introducing Zero Comparing numbers to 5 Composition of 4&5 Compare mass Compare capacity Growing 6, 7, 8 6, 7, & 8 Combining 2 amounts Making Pairs Length and Height Time Building 9&10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns		To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Match, rotate, manipulate First Then Now Adding More Taking Away Spatial Reasoning Compose and decompose Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial reasoning Visualise and Build On The Move Deepening understanding Patterns and relationships Spatial reasoning Mapping	
	UTW-The Natural World (SCIENCE) (Link with C&L and PSED)	Autumn-Seasonal Change Explore the natural world around them Understand the effect of changing seasons on the natural world around them All About Me	Materials/Traditional Tales Use all their senses in hands-on exploration of natural materials Explore how things work Explore and talk about different forces they can feel	Winter-Seasonal Change Explore the natural world around them Animals	Spring-Seasonal Change Explore the natural world around them Toys	Minibeasts and Growing Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for

	<p>Begin to make sense of their own life story and family's history</p> <p>Contrasting Environments Recognise some environments that are different to the one in which we live.</p>				<p>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>Describe what they see, hear and feel around them.</p> <p>Make healthy choices about food, drink, activity and toothbrushing (PSED)</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>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>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 Traditional Tales Understand the past through settings, characters and events encountered in books read in class and storytelling.	*Local Walk-library	Toys Comment on images of familiar situations in the past	Revisit ELG statements in CP/Stories	Revisit ELG statements in CP/Stories
	<p align="center"> ONGOING IN CP: Comment on images of familiar situations in the past. 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) People Who Help Us	Contrasting Environments Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Geography Animals Places we've visited Navigation around the school, Positional language Our local area-walk around the local area Recognise some similarities and differences between life in this country and other countries (Chinese New Year)	Spring Explore the natural world around them. Growing Recognise some environments that are different to the one in which they live.	Minibeasts Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)	Contrasting Environments 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 between the natural world around them and

			*Local walk-maps, road safety			<p>contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Around the World (Africa) 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. (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>The Arts 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>Animals Around the World People Who Help Us Growing</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>Minibeasts Growing Senses</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>			

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

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.

Expressive Arts and Design-Being imaginative and Expressive (MUSIC)	Nursery rhymes/Familiar Songs Harvest Celebrations Listen with increased attention to sounds Respond to what you have heard expressing your thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas		Animals Around the World Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music and dance, performing solo or in groups		Minibeasts Growing Sing a range of well known nursery rhymes and songs (ELG) Performs songs, rhymes, poems and stories with others (when appropriate, try to move in time with the music) (ELG)	
	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.					
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.	Which people are special and why? Celebrations Develop their sense of responsibility and membership of a community.	Which places are special and why? Chinese New Year Lent See themselves as a valuable individual.	Which times are special and why? Recognise that people have different beliefs and celebrate special times in different ways.	Where do we belong? Show sensitivity to their own and others' needs. (PSED 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

	<p>Continue to develop positive attitudes about the differences between people.</p>	<p>Continue to develop positive attitudes about the differences between people.</p>	<p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p>	<p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p>	<p>Talk about the lives of the people around them and their roles in society. (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</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. (ELG)</p>	<p>them and their roles in society. (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</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. (ELG)</p>
<p>DT (Links with UTW, PD, PSED)</p>	<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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</p>		<p>Use a range of small tools, including scissors, paintbrushes and cutlery. (PD ELG)</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>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>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) Make imaginative and complex “small worlds” with blocks and construction kits. (EAD) 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>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</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, experimenting with colour, design, texture, form and function. (EAD ELG)</p>	