



Yearly Overview

EYFS

A decorative graphic at the bottom of the page consisting of two parallel, curved lines. The top line is blue and the bottom line is red, both curving upwards from left to right.

Achieve Believe Care

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MARVELLOUS ME - Starting school and my new class. - Our school community and values. - Looking at ourselves. - Talk about my family - Identify what am I good at? - Talk about our feelings.	LOOK AT US GLOW - Explore a variety of celebrations and special events. - Performing a Nativity to an audience. - Join in with songs and music - Identify some people who help us.	INTO THE WOODS - Explore some traditional tales. - Explore storytelling in different ways. - How can we stay safe? - Take part in The Big Bird watch. - Explore the UK and where we are. - Look at native habitats and animals.	LET'S SET SAIL - How can we look after our planet? - Explore Pirates and Mermaids. - Explore some marine life. - Identify the five oceans. - Discuss the layers of the ocean.	READY, STEADY, GROW - Explore Jack and the Beanstalk and investigate growing things. - Explore plants and flowers. - Identify some Spring seasonal changes. - Explore lifecycles and minibests - Experience planting seeds. - How can we stay healthy?	LIFE IS AN ADVENTURE - Explore space and our Solar System - Become Dinosaurs Fossil Hunters and investigate the history of Dinosaurs. - Look at maps and places around the World Continents - Explore different animals and habitats globally. - Identify changes in seasons from Spring to Summer.
KEY EVENTS Seasons – Autum Harvest Time Birthdays	KEY EVENTS Remembrance Day Bonfire Night Diwali Christmas	KEY EVENTS Seasons – Winter Valentine's Day Lunar New Year Pancake Day Ramadan/Eid	KEY EVENTS World Book Day Mother's Day Easter	KEY EVENTS Seasons – Spring World Bee Day	KEY EVENTS Seasons – Summer National Dinosaur Day
BIG IDEAS - I am special and unique - I belong here - I can talk about myself and my feelings - I am learning new routines - My family is important to me	BIG IDEAS - We celebrate together - Light shines in dark times - People remember important events - Traditions are special - Everyone celebrates differently	BIG IDEAS - Stories can inspire exploration - Stories change over time - Know ways to stay safe - Know about the UK and where we live.	BIG IDEAS - The world is made up of oceans - The sea is full of life - We must look after our planet - Water environments are important - Adventure stories inspire creativity	BIG IDEAS - Things grow and change - Living things need care Spring brings new life - We can nurture and protect - Healthy eating is important	BIG IDEAS - The world is big and diverse - People live differently around the world - Animals adapt to where they live - We can explore things we can't see up close

Area of Learning	Early Learning Goal
Communication and Language	Listening and Attention • 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. Speaking • 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.

Autumn 1 Marvellous me	Autumn 2 Look at us Glow	Spring 1 Into the Woods	Spring 2 Let's Set Sail	Summer 1 Ready, Steady, Grow	Summer 2 Life is an Adventure
To develop attention and active listening, responding to familiar instructions, stories and conversations and beginning to take turns when communicating. To develop confidence in expressing needs, ideas and familiar experiences, using increasingly clear sentences and taking turns in conversation.	To develop the ability to listen for increasingly sustained periods, responding appropriately to others and showing understanding through comments, actions and simple questions. To develop confidence in speaking to others and sharing experiences, using new vocabulary and increasingly detailed sentences to communicate ideas.	To develop understanding of new vocabulary and information, listening carefully, asking questions and responding to what has been heard. To develop spoken language through questioning, describing and explaining, using newly introduced vocabulary to communicate knowledge and ideas.	To develop understanding through stories and conversations, listening for key details, sequencing events and responding to increasingly complex questions. To develop storytelling and narrative language, using increasingly well-formed sentences to retell, sequence, describe and develop ideas.	To develop the ability to listen, make connections and respond thoughtfully, using new knowledge and vocabulary within conversations and discussions. To develop confidence in explaining ideas and making connections, using increasingly precise vocabulary and detail within sustained conversations.	To listen attentively in a range of situations, responding appropriately, asking relevant questions and demonstrating secure understanding of what has been heard. To communicate confidently and effectively, using well-formed sentences, appropriate vocabulary and connected ideas to recount, explain, reason and engage in conversation.

Area of Learning	Early Learning Goal
Expressive Arts	Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make the use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - 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.

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To explore and experiment with a range of materials, tools, colours and textures, expressing ideas freely through creative experiences. To develop confidence in expressing ideas, experiences and feelings through imaginative play, music, singing and movement.	To develop confidence in selecting and combining materials, exploring colour, texture and different ways of joining to create for a purpose. To develop confidence in singing, performing and taking on roles, working collaboratively to rehearse and perform the Nativity for an audience.	To develop and apply drawing, painting and construction techniques, making choices about materials and beginning to represent ideas with greater detail. To use imagination, sound and movement to create and develop ideas, exploring how music and performance can represent different experiences.	To plan and create with a purpose, selecting appropriate materials, tools and techniques and adapting ideas as they work. To develop storytelling and role-play skills, adapting familiar narratives, creating characters and performing stories individually and with others.	To develop creativity through observing, representing and combining techniques, exploring texture, pattern, form and colour with increasing control. To develop creativity through music, movement and imaginative storytelling, responding expressively to different sounds, moods and environments.	To independently plan, create, evaluate and refine their work, confidently selecting and combining materials, tools and techniques to express their own ideas. To independently create, adapt and perform stories, songs, music and movement, combining ideas and collaborating confidently with others.

Area of Learning	Early Learning Goal
Literacy	Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. Phonics and Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound blending. - Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Comprehension - 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 during role play.

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To begin mark making and attaching meaning to their marks. To recognise their first name and form some letters To start to learn phase 2 sounds s, a, t, p, i, n, m, d, g, o, c, k and tricky words. To orally blend and read CVC words. To enjoy listening to stories and talking about books.	To begin writing sounds heard in words. To write CVC words. To draw and attach meaning. To write their name. To use a sound mat within their writing. To learn the rest of phase 2 including digraphs and tricky words. Read a few irregular words matched to the school's phonic programme, the, to, go, no, I. To orally blend and read CVC words. To understand and discuss key events and characters.	To write CVC words. To start writing short captions. To use a sound mat within their writing. To learn phase 3 sounds and tricky words. To read words with digraphs and longer words. To retell familiar stories and sequence events.	To write short captions. To begin using capital letters, finger spaces and full stops. To use a sound mat within their writing. To recap phase 3 sounds and tricky words. To read longer words with more digraphs. To read compound words. To answer and ask questions about texts using new vocabulary.	To write 'readable' sentences. To use a capital letter at the start of a sentence, on most occasions. To use finger spaces between words, on most occasions. To use a full stop at the end of a sentence, on most occasions. To learn phase 4 tricky words. Read a few irregular words matched to the school's phonic programme, he, she, we, me, be, her, my, was, they, my, you. To read longer words - CVCC, CCVC CCCVC. To read compound words and words ending in suffixes. To predict, infer and discuss author's choices.	Continue building sentences using capital letters, full stops and finger spaces. To recap phase 4 tricky words. Read a few irregular words matched to the school's phonic programme, said, so, have, like, some, come, were, there, little, one, do, when, out, what. To read longer words - CVCC, CCVC CCCVC, CCV, CCVCC. To read compound words and words ending in suffixes. To confidently retell, discuss and respond to a range of texts using recently taught vocabulary.

Area of Learning	Early Learning Goal
Maths	Number - Have a deep understanding of numbers 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. Numerical Patterns - 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. Space, shape and measure - Shape, Space and Measure does not fall under the Early Learning Goals anymore, but it is still a vital part of our maths teaching.

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MATCH, SORT & COMPARE Match objects and pictures. Sort by colour, size and shape. Create and explain sorting rules. Compare sets using more, fewer and the same. TALK ABOUT MEASURE & PATTERNS Compare size, mass and capacity. Explore and recognise simple patterns. Copy and continue AB patterns. Create simple AB patterns. IT'S ME 1, 2, 3 Recognise and represent 1, 2 and 3. Count objects using 1:1 correspondence. Develop subitising to 3. Compare groups using more, fewer and the same. Explore 1 more and 1 less using numbers 1-3.	CIRCLES & TRIANGLES Recognise and name circles and triangles. Explore shapes in different sizes and orientations. Sort and compare circles and triangles. Identify shapes in the environment. Create pictures and patterns using shapes. 1, 2, 3, 4, 5 Recognise and represent 1-5. Count accurately to 5. Develop subitising to 5. Compare groups using more, fewer and the same. Explore 1 more and 1 less using numbers 1-5. Recognise and write numerals 1-5. SHAPES WITH 4 SIDES Recognise and name squares and rectangles. Explore properties of 4-sided shapes. Compare and sort shapes. Identify shapes in the environment. Explore shapes in different orientations.	ALIVE IN 5 Recognise and represent 0-5. Understand zero as having none. Develop subitising to 5. Explore the composition of numbers to 5. Find 1 more and 1 less using numbers 0-5. Begin to explore doubling. MASS & CAPACITY Compare objects by mass. Use language such as heavy, light, heavier and lighter. Compare and explore capacity. Use language such as full, empty, more and less. Explore filling, emptying and balancing. GROWING 6, 7, 8 Recognise and represent 6, 7 and 8. Count accurately beyond 5. Develop subitising and number composition. Explore 1 more and 1 less using numbers 0-8. Find and make different ways to represent numbers.	LENGTH, HEIGHT & TIME Compare and order objects by length and height. Use language such as longer, shorter, taller and shorter. Explore time and daily routines. Use language such as before, after, morning and evening. Begin to sequence familiar events. BUILDING 9 & 10 Recognise and represent 9 and 10. Count accurately to 10 and beyond. Explore the composition of 9 and 10. Develop subitising to 10. Explore 1 more and 1 less using numbers 0-10. Begin to explore odd and even numbers. EXPLORE 3-D SHAPES Recognise and name common 3-D shapes. Explore properties of 3-D shapes. Sort and compare 3-D shapes. Explore shapes through building and construction. Identify 3-D shapes in the environment.	TO 20 & BEYOND Count confidently beyond 10. Recognise and represent numbers to 20. Explore the 10 frame and counting patterns. Find 1 more and 1 less using numbers beyond 10. HOW MANY NOW? Explore addition and subtraction through practical activities. Combine and separate groups. Represent simple number stories. Use mathematical language to explain thinking. MANIPULATE, COMPOSE & DECOMPOSE Explore how shapes can be combined and separated. Compose and decompose 2-D and 3-D shapes. Build and create using shapes. Explore spatial relationships and patterns. Describe and compare shapes.	SHARING & GROUPING Explore sharing equally. Group objects into equal groups. Develop understanding of doubling and halving. Explore odd and even numbers. Use practical resources to solve problems. VISUALISE, BUILD & MAP Develop spatial reasoning. Visualise and describe shapes and arrangements. Build and recreate models. Explore maps and routes. Use positional and directional language. MAKE CONNECTIONS Make connections between number, shape, measure and pattern. Apply mathematical knowledge to solve problems. Choose appropriate strategies and resources. Explain mathematical thinking and reasoning. Develop confidence and independence in maths.

Area of Learning	Early Learning Goal
Physical Development	Gross Motor - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.

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To develop spatial awareness, movement control and an understanding of how to move safely individually and with others. To develop hand strength, coordination and control through manipulating objects and using a range of tools.	To develop the fundamental movement skills needed to move with increasing balance, coordination and control. To develop dexterity and precision, using tools and equipment with increasing control and confidence.	To develop strength, balance, coordination and body control through travelling, balancing and creating movement sequences. To develop hand-eye coordination and bilateral control when completing increasingly precise tasks.	To develop coordination, rhythm and expressive movement, using the body to respond to music and ideas. To refine precision, control and manipulation, selecting and using tools effectively for a purpose.	To develop hand-eye coordination and control when sending, receiving and manipulating balls and other equipment. To use a range of small tools accurately and confidently, developing fluency and independence.	To apply movement, coordination and ball skills within simple games, developing cooperation, spatial awareness and control. To apply fine motor control, coordination and precision independently across a range of purposeful tasks.

Area of Learning	Early Learning Goal
Personal, Social and Emotional Wellbeing	Self-Regulation • Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • 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 an activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.

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To recognise and begin to name and express emotions, developing a sense of safety, belonging and understanding of classroom routines and expectations. To develop confidence and independence within familiar routines, beginning to manage personal needs and understand classroom expectations. To develop secure and positive relationships with adults and peers, beginning to understand how to play, communicate and cooperate with others as part of a new community.	To develop strategies to manage emotions and behaviour, beginning to understand how feelings and actions can affect themselves and others. To develop increasing independence in self-care and decision-making, recognising how choices and routines help to keep us healthy and safe. To develop friendships and cooperative play, learning to share, take turns and recognise how actions and words can affect others.	To develop attention, perseverance and resilience, recognising when something is challenging and beginning to use strategies to keep trying. To develop confidence, perseverance and responsibility, approaching new experiences and challenges with a positive attitude. To develop skills for working collaboratively and resolving difficulties, communicating needs and finding positive solutions with increasing independence.	To develop understanding of different emotions and perspectives, beginning to regulate responses and consider how others may think or feel. To develop understanding of healthy and safe choices, recognising how our actions contribute to our own wellbeing and independence. To develop empathy and understanding of different perspectives, recognising the feelings and needs of others and responding with kindness.	To develop increasing independence in regulating emotions, attention and behaviour, using appropriate strategies when faced with challenge or frustration. To confidently manage personal needs, routines and responsibilities, making increasingly independent choices about health, safety and wellbeing. To develop increasingly secure and respectful relationships, cooperating, negotiating and working collaboratively towards shared goals.	To confidently recognise, understand and regulate emotions and behaviour, showing resilience, sustained attention and an ability to work towards goals. To demonstrate independence, confidence and resilience, managing personal needs, making healthy choices and showing readiness for increasing responsibility. To confidently build and maintain positive relationships, showing kindness, empathy, cooperation and respect and resolving difficulties with increasing independence.

Area of Learning	Early Learning Goal
Understanding of the World	Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books and read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge, 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. - 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. The Natural World - Explore the natural world around them, making observations and drawing pictures of plants and animals. - 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. - Understand that some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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To develop an awareness of their own past and present, recognising that they have changed over time. To develop an understanding of their family, school and local community, recognising that people have different roles and experiences. To explore the natural world around us, using our senses to observe seasonal change, living things and features of our immediate environment.	To recognise that celebrations and family traditions take place over time, exploring how we remember special events and beginning to distinguish between past and present. To explore and appreciate different celebrations, beliefs and traditions, recognising similarities and differences between families and communities. To observe and describe changes in the natural world, including seasonal changes, weather and materials, developing curiosity through first-hand experiences.	To develop an understanding of chronology and change over time through exploring significant people and events in the history of space exploration. To develop an understanding of their place in the wider world, using maps and globes to locate and talk about familiar places and the Earth. To compare animals, plants and environments around the world, recognising similarities, differences and how living things are suited to different habitats.	To explore similarities, differences and change between the past and present through traditional tales, stories, photographs and objects. To explore different places, settings and journeys, developing understanding of maps, routes and features of environments. To explore oceans and marine habitats, recognising how living things are suited to their environments and developing understanding of the importance of caring for the natural world.	To develop an understanding of change over time by comparing seaside experiences and life by the sea in the past and present, using a range of historical sources. To develop knowledge of coastal environments and the world's oceans, using maps and globes to explore places beyond the local area. To develop understanding of growth, life cycles, plants, animals and materials, observing and explaining changes over time.	To compare, explain and communicate understanding of the past, making connections between their own experiences, stories, people and events. To develop understanding of the wider world, exploring different countries, continents, environments and communities and making comparisons between places. To explore and investigate Earth, the Sun, Moon and space, recognising features of our planet and observing patterns of change in the natural world.