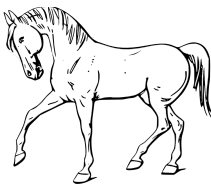
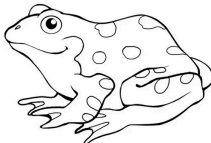
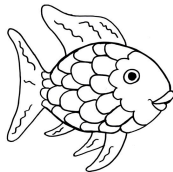


EYFS Yearly Overview

Miss Bradshaw

Activities and topics planned throughout the year may vary based on observation of children's interests.

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation and Covenant - God created us, our families and the world. We listen to the story of when God created the world and talk about how we respect God's creation. Other faiths: I know that there is a religion called Islam and I know some of the special stories that are told. Prophecy and Promise - Mary was chosen to have a baby and his name will be Jesus. Mary and Joseph travelled to Bethlehem and Jesus was born in a stable.		Galilee to Jerusalem - Jesus welcomes everyone. Jesus fed the 5000 and the children think about how Jesus cares for us all and notices when we need help. Desert to Garden - We care for others in Lent and Lent is a time to grow closer to Jesus. He teaches us that we should care for other people and share what we have with others. We learn about the last week in the life of Jesus. He died and then rose again on Easter Sunday.		Ends of the Earth - The Ascension, where Jesus goes back to his Father but promises the Holy Spirit will come to guide the disciples. During the Feast of Pentecost that promise is fulfilled. The disciples receive the gift of the Holy Spirit, and the church begins. Dialogue and Encounter - Learning about the lives of Saint Peter and Paul. Learning about other faiths from our community. Other faiths: I know that there is a religion called Hinduism.	
RSE	Created and Loved by God - Religious Understanding - Me, by body, my health - Emotional well-being - Life cycles		Created to Love Others - Religious Understanding - Personal Relationships - Keeping Safe		Created to Live in Community - Religious Understanding - Living in the Wider World	
Topics	All about Me 	Let's Celebrate and Remember 	Our Wonderful World 	Farm animals 	Living, growing and mini-beasts 	Under the Sea 
PRIME AREA Personal Social and Emotional Development (ELG - Self-Regulation, Managing Self, ELG Building)	JIGSAW Being Me in My World	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
	Baseline assessment Making new friends - What makes a good friend? - Who are our new friends? - Getting to know each other games		Our Wonderful World - Talking about how we can care for our world. - Respecting other cultures and learning about Chinese New Year		Our Class - Play cooperatively and take turns with others. - Focused attention to carpet sessions. - Understand why we have rules. - Show sensitivity to their own and others' needs.	

Relationships)	- Learning about our families by looking at pictures of all of the families in our class Take our coat on and off independently. How are we feeling? - Talking about our feelings using words like 'happy', 'sad', 'angry' or 'worried' - Developing new vocabulary linked to their emotions during carpet time. Our new class - Shared strategies for resolving conflict - kind hands, kind words. - Class contract - Following and setting the rules as a class. - How do we care for others? - Working together - considering the feelings of others - Circle Time - getting to know each other's names, shared snack times, small group activities. Use the toilet and wash hands independently.	All about Me - Healthy eating - healthy lunchbox/unhealthy lunchbox. - Understand why we need to look after our bodies. - Brushing our teeth Farm Animals - Grow some vegetables or herbs - Take care of the environment - when you go on a country walk, shut gates, don't drop litter etc. - Difference between Bristol and a countryside - Changing seasons - what happens on a farm at different times of the year? - Safety on the farm - machinery, washing hands etc. Our class - Using negotiation skills in the classroom to solve conflicts and control their immediate impulses when waiting for what they want	Living and Growing - Looking after our world - chicks, tadpoles, frogs, butterflies. - Growing plants/ fruits and vegetables Under The Sea - Safety around water - Holiday safety Transition to Year 1
PRIME AREA Communication and language (ELG Listening, Attention and Understanding, ELG Speaking)	Throughout the year the children will learn how to: - Interact and communicate with both adults and children on a daily basis in child initiated and teacher led activities - hold conversation when engaged in back and forth exchanges with their teacher and peers. - Follow instructions - Learn to speak with confidence during circle times and in large and small group situations - responding with relevant questions, comments and actions. - Use appropriate language to recount /retell simple and familiar stories/ develop their own narratives connecting ideas and events. - Answer how and why questions about experiences. - Learn new vocabulary relating to topics and from stories. - Express their ideas and feelings about their experiences.		
PRIME AREA Physical Development	Weekly activities to develop fine motor skills including finger gym/ dough disco and the use of tools through creative play and writing and drawing. Activities will involve threading, weaving, building, tracing, mark making, drawing, modelling and painting. Weekly activities to develop gross motor skills including climbing, scooters and cars, balancing, dancing, playground and woodland play, obstacle courses,		

(ELG Gross Motor Skills, ELG Fine Motor Skills)	running games, throwing/ catching, building with various equipment, large scale mark making etc.					
	Weekly PE lessons					
	Small activities	Multi Skills Dance	Multi Skills Gym/ floor	Multi Skills Gym Apparatus	Multi Skills Games	Athletics Sports month
SPECIFIC AREA Literacy (ELG Comprehension, ELG Word Reading, ELG Writing)	Unlocking Letters and Sounds - phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. Mark making - Can you write your name? Simple mark making activities - chalkboards, white boards.	Unlocking Letters and Sounds - phase 3 - j, v, w, x, y, z, zz, qu, ch, sh, th, ai, ee, igh, oa, oo, ar, or, ur. Continuing mark making /reading and writing CVC words Early book skills and related vocabulary. Discuss front cover, title, picture, text, reading from left to right, top to bottom. Talking about the stories we hear/ beginning to retell simple stories/ story mapping	Unlocking Letters and Sounds - phase 3 - ow, oi, ear, air, ure, er. Mastery . Reading and writing CVC words and reading and writing simple captions Introduce reading for pleasure - discuss choosing books - give reasons for their choice. Retell simple stories/ story mapping	Unlocking Letters and Sounds - phase 3 mastery. Reading and writing CVC words and simple captions including phase 3 phonic knowledge Talk about stories/ express opinions/ thoughts and ideas	Unlocking Letters and Sounds - phase 4 Writing simple sentences/ Linked sentences Reading simple captions/ showing understanding	Unlocking Letters and Sounds - consolidation and phase 4 mastery Writing linked sentences/ Beginning to write stories Reading simple sentences. Talking about what we have read/ showing understanding
SPECIFIC AREA Literacy (ELG Writing)	Mark making - scribing meaning to marks and writing. Asking children to describe what they have drawn.	Writing labels/captions. Writing CVC words. Daily letter formation practice.	Writing lists e.g pancake ingredients. Captions to match pictures. Begin to write simple sentences.	Construct a simple sentence with some support.	Writing simple and extended sentences using phonic and sight word knowledge. Simple stories with three sentences.	Write simple sentences independently using phonic knowledge. Writing a simple story.

SPECIFIC AREA	Baseline assessment		Number Sense Maths scheme		Number Sense Maths scheme	
	Number Sense Maths scheme		Number Sense Maths scheme		Number Sense Maths scheme	
Mathematics (Number, Numerical Patterns) Physical Development	Subitising 1 and 2 Subitising 1 to 3 Subitising 1 to 4 Subitising 1 to 5		Partitioning 2 Partitioning 3 Partitioning 4 Partitioning 5		Partitioning 10 Composition of 6 to 9 Comparing quantities to 10 Patterns in numbers to 10	
	During the year the children are given the opportunity to use and apply their mathematical knowledge and understanding problem solving based on their own interests and fascinations. Mathematics will also be explored through stories and games.					
SPECIFIC AREA Understanding the World	Getting to know our school environment - school rules, class rules	Find out about different events and celebrations including Remembrance Day/ Bonfire Night/ Diwali/ Advent. Talk about their meanings.	Chinese New Year • Locate China on a map • The Story of Chinese New Year • Understanding different cultures and how they celebrate Chinese New Year.	Healthy Me - what keeps our bodies healthy? Fruit and vegetables - where do they grow? Why do certain fruits grow in some countries?	Observe frogspawn/ caterpillars - comment on what they see. Sequence life cycles • Plants • Butterflies • Frogs	Exploring and experimenting with materials in a challenge such as boat building.
	Family photos - understanding their families history. Comparing myself to when I was a baby.	Seasonal change - Using senses to explore the natural world around them. Talk about the changes observed. Consider what happens in the Autumn to the plants, trees and animals, day and night.	Children will learn about Winter. Go on a walk outside. Talk about the changes observed. What do the children notice about the weather, temperature, the trees and plants etc. Identify features of Winter. Discuss places that are cold.	Working on a farm - growing food and the process. Explore the roles of people that live on a farm.	Make predictions about what they think will happen and give reasons. Sensory play • Water beads (frogspawn)	Learning about our country, the United Kingdom and other countries.
	Finding out about each other and links around the world and with other faiths and cultures			Looking at farms on a map - what are the similarities and differences between areas populated with farms vs a city?	Use a range of stories and non-fiction books to learn about chicks, caterpillars, butterflies and plants.	Learning about the oceans in our world.
	Planting bulbs - link to creation story RE					What will we see near the ocean? Human and physical features.
	Harvest					Look at maps (local and world).
					Spring nature hunt - looking for signs of Spring outdoors	Plant seeds - talk about what seeds need to grow/ care for plants
						Looking at the roles of people involved in sea

			Identify and talk about the Polar Regions (northern and southern hemisphere). Ask questions about our world. Make links/ comparisons/ talk about similarities and differences to where they live and places they observe (weather, animals, homes, etc). Develop questioning skills e.g. how? Why? Where? etc to develop understanding. Small world play with Winter/ Polar Regions theme. Find out about Arctic and Antarctic animals using a variety of sources e.g. books, internet, videos (Andy's Adventures). Consider the work of David Attenborough and find out about Polar Region explorers. Explore freezing and melting. Look at snowflake patterns. Explore different ways to keep warm		Make cress heads in eggshells/ yoghurt pots. Make observations/ comparisons/ predictions/ link our learning to what we already know/ explain what is happening/ what we think will happen and why. Continue to care for and observe tadpoles/ caterpillars - comment on what they see. Watch video clips of the life cycle of a plant/ frog/ butterfly. Sequence life cycles - chicks/ butterflies/ frogs/ plants.	related jobs. Fishermen, coast guards, lighthouse keepers The children will compare how a coastal region differs from Bristol. Compare different ways of travelling on or in the sea. Explore different materials to make boats. Summer nature hunt - looking for signs of Summer outdoors
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			• Clothes • Movement Investigate floating and sinking. Exploring Polar regions - looking at Antarctica on a map. How does it compare to England?			
ICT	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need Using the iPad / CD player / camera/ Chrome books/ IWB/ Using technology as part of our role play. Taking photographs to record work					
SPECIFIC AREA Expressive Arts and Design (ELG Creating with Materials, ELG Being Imaginative and Expressive)	Children sing songs, make music and dance, and experiment with ways of changing them. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories The creative activities outlined below are sample ideas of some of the things we do to develop creativity. Creative skills are developed but the activities are subject to change with children's interests and fascinations. Throughout creative development we develop the skills of fixing, joining and being imaginative in our use of media and materials. Children are encouraged to talk about what they have made and even better if.../ We encourage and develop skills of observation through drawing and painting					
	Painting and colour mixing - self portraits. Creation - "Dear Earth" artwork Experiment with different mark making materials such as shaving foam, crayons, chalk pens, chalk, water etc. Using a variety of tools such as brushes, stamps, pipets, rollers to experiment with mixing colours and	Bonfire Night • Chalk pictures • Splat pictures • Glitter writing Diwali • Rangoli patterns • Clay diva pots Poppies for Remembrance Day Making Christmas decorations	Polar Regions Chinese New Year crafts • Making lanterns • Chinese calligraphy • Making fans Chinese Dragon Dance	Animal paintings Farm animal 3D sculptures	Mini-beasts artwork Flower paintings and sculptures Tadpoles and Frogs Seeds/ Flowers / Plants Blossom tree pictures	Under the Sea artwork • Fish • Jellyfish • Sharks • Whales Junk modelling - recycling - links to caring for our world

	creating texture and shape.					
	Fruit printing.					