



EYFS Yearly Overview 2022-23



2022-23		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		This is me!	Why do leaves fall?	Once Upon a Time	Dinosaurs	In the Garden	Seaside Holidays
Required Knowledge/Skills		<p>Making Friendships Understand and follow rules Know how to use manners Manage toileting needs I know how to be kind Gross and Fine motor Skills Scissor skills</p> <p>Identify how we are all different Understanding differences Identify how we are different Recognise key People</p> <p>Knows the children and staff in the class Know what Harvest is and how it is celebrated.</p>	<p>Understand and follow rules Scissor skills Speaking and listening Know Set 1 Sounds Gross and Fine motor Skills Pencil control Know how to use manners Manage toileting needs I know how to be kind</p> <p>Understand changes in the seasons Signs of Autumn Understands Christmas Nativity story Understand the Rama and Sita story Understand Diwali the Festival for Hindu families Knowing what birds and animals need to survive</p> <p>Nursery Rhyme Week</p>	<p>Understand and follow rules Scissor skills Speaking and listening Segment and Blend Gross and Fine motor Skills Pencil control Know how to use manners Manage toileting needs I know how to be kind</p> <p>Retelling traditional stories Write their own stories Name characters from Traditional stories and be able to talk about what kind of character they are Knowing how to use the ipad to video each other and take photos Understand about Chinese New Year</p>	<p>Speaking and listening Gross and Fine motor Skills Pencil control Segment and blend/write CVC How to listen to a story Understand features of a book Name the characters Predict what might happen Retell and act out a story</p> <p>Name some dinosaurs and know how they moved Know some dinosaur facts – what they eat, where they lived, if they laid eggs. Know what a non-fiction book is Know signs that Spring is here Easter</p>	<p>Speaking and listening Gross and Fine motor Skills Pencil control Write CVC/Simple sentence How to listen to a story Understand features of a book Name the characters Predict what might happen Retell and act out a story</p> <p>Name different mini-beasts and describe them Talk about their habitat. Understand lifecycles and how living things grow and die. Understand Healthy Eating Name fruits and vegetables Knowing that eating healthy food and regular exercise are important for our bodies Know signs that Summer is here</p>	<p>Speaking and listening Gross and Fine motor Skills Pencil control Simple Sentences How to listen to a story Understand features of a book Name the characters Predict what might happen Retell and act out a story</p> <p>Compare and contrast environments around the world. Talk about safety at the seaside Know that they need to care for oceans Understand the ocean/ seashore as a habitat. Understand how seaside holidays differ in the past and present day.</p>
Enhanced Learning Opportunities		Meeting people who help us in school Visits from Fire/ Dentist/ Simon Berry Visit to Belmont Library	Baking bread/ Soup/ Blackberry and Apple Crumble Making animal feeders for Autumn Animals Outdoor Leaf Man Art	Pancake making Acting out stories Making puppets Police – Ben and Jet (Stranger Danger)	Dinosaur egg on the field Investigation week/day Dinosaur Nests (outdoor) Fossil making Great North Museum	Farm Visit Outdoor mini-beast hunts Outdoor - Bug Hotel Building Butterfly growing/ Living eggs Growing sunflowers	Outdoor – Boats from Sticks Seaside/ Aquarium Visit Picnic
Books		Elmer Rainbow Fish Non-fiction about people who help us Mr Big Funny Bones Oliver's Vegetables The Smartest Giant in Town I'm Special, I'm Me! Once There Were Giants	Non-fiction texts on Autumn Leaf Man Percy the Park Keeper Squirrels Autumn Room on the Broom Search Squirrels Busy Day The Gruffalo's Child Stick Man The Little Red Hen 10 Little Christmas Elves Polar Bear and the Snow Cloud	Non-fiction texts on bears. Goldilocks and the three bears The Gingerbread Man Little Red Riding Hood Three Little Pigs Jack and the Beanstalk Cinderella	Non-fiction texts on dinosaurs. Saturday Night at the Dinosaur Stomp. How to Grow a Dinosaur Harry and the Dinosaur books Tyrannosaurus Drip Mad About Dinosaurs Dinosaurs in the Supermarket Dinosaurumpus! The Dirty Great Dinosaur	Non-fiction book about insects and different mini beasts. The Bad Tempered Ladybird Creepy Crawly Calypso Mad about Mini-Beasts Walter's Wonderful Web What the Ladybird Heard Superworm Oliver's Vegetables	Non-fiction books about seaside and sea life Lighthouse Keeper Snail and the Whale Katie Morag Storm Whale Sharing a Shell Tiddler Bright Stanley Gilbert the Great Maisie goes on Holiday Lucy and Tom at the Seaside
Nursery Rhyme Spine		I'm a Little Teapot One, Two Buckle My Shoe Incy Wincy Spider 1,2,3,4,5 Once I Caught a Fish Alive Twinkle, Twinkle, Little Star 5 Little Ducks Two Little Dickie Birds	Humpty Dumpty Look at it's Leaves The Wheels on the Bus The Grand Old Duke of York Ten Green Bottles This Little Piggy Went to Market.	Old MacDonald had a Farm Hot Cross Buns Row, Row, Row your Boat. Little Miss Muffet Are you sleeping? Are you sleeping? I Hear Thunder Miss Polly had a Dolly.	Little Jack Horner Hickory Dickory Dock Baa Baa Black Sheep It's Raining, it's Pouring Pat – a - Cake	Three Blind Mice Doctor Foster Two Tigers – Tiwan Walking in the Jungle Pussycat, Pussycat 10 Little Monkeys	Five Little Men in a Flying Saucer There was an Old Lady Jack and Jill The Queen of Hearts There was a Princess Long Ago Mary, Mary Quite Contrary Goosey, Goosey Gander



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Pie – Corbett Reading Spine – Key Texts	Rec	The Gruffalo – Julia Donaldson Owl Babies – Martin Waddell	Rosie’s Walk – Pat Hutching Goodnight Moon – Margaret Wise Brown	Six Dinner Sid – Inga Moore On the Way Home – Jill Murphey	Whatever Next – Jill Murphey Farmer Duck – Martin Waddell	Mr Grumpy’s Outing – John Burningham Handa’s Surprise – Eileen Browne	Mrs Armitage on Wheels – Quentin Blake Shh – Sally Grindley
	Nur	Hug – Jez Alborough Each Peace Pear Plum – Janet and Allen Ahlberg	Where’s Spot – Eric Hill Hairy McClary – Lynley Dodd	Dear Zoo – Rod Campbell Brown Bear, Brown Bear, what do you see? – Eric Carl	We’re going on a bear hunt – Michael Rosen You Choose – Nick Sharret	Jasper’s Beanstalk – Nick Butterworth The Very Hungry Caterpillar – Eric Carle	The Train Ride Come on Daisy – Jane Simmons
PSED		Make relationships with staff and children in the class Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour Get children familiar with the environment	Children will learn all about a range of feelings and emotions during circle time- use ‘Feeling’s Fred’ to teach these Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time- use the song to encourage this	Confident to try new things Choose things they need independently to make their creations To think about how we can help or comfort others in distress. Children to understand and accept the need of others through the use of group sharing activities and listening games	Working as part of a group, listening and sharing ideas Discuss Likes and dislikes. Recognises own needs/rights and that we sometimes have to wait for these to be met: - self -help. Children to talk about their achievements	Play cooperatively, taking turns Perseverance. To explore that we sometimes need to adapt our behaviour to different situations.	Understanding the characters in the stories and why they behave as they do Sharing and working together: - being a good friend. Changes- transition into Reception/ Yr1. Prepare children: / visit new classes/ meet new teacher Children to share feelings about the transition, and to talk about these throughout.
Physical		<p style="color: red; font-weight: bold;">Throughout the year children will:</p> <ul style="list-style-type: none"> • Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision <ul style="list-style-type: none"> • Build up confidence when balancing during gymnastics and outdoor provision <p>To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year Become independent with toileting/coats/snack time</p>					
	Rec	Gymnastics – floor work Know how to find a space Know how to follow their own path in the hall Listen and follow instructions in PE Using scissors to cut accurately Healthy eating Hygiene – handwashing when eating Dress self & do buttons	Know routines to dances for the Christmas concert Gymnastics – floor work – Using scissors to cut accurately Healthy eating Hygiene – handwashing when eating Dress self & do buttons	Large Apparatus in PE Know how to stay safe in the hall when using the large apparatus Effects of exercise Using scissors to cut accurately Healthy eating and hygiene –handwashing Dress self & do buttons Flying to the moon Alien movements	Large Apparatus in PE – holding a balance, different ways of traveling along the apparatus Effects of exercise Using scissors to cut accurately Hygiene – handwashing when eating Dress self & do buttons	Outdoor PE – games Throwing and catching balls Rolling balls Effects of exercise Using scissors to cut accurately Healthy eating and diet Hygiene – handwashing when eating Dress self & do buttons	Knowing the races for Sports Day Outdoor PE Making up games Skipping Effects of exercise Using scissors to cut accurately Healthy eating Hygiene – handwashing when eating Dress self & do buttons
	Nur	Fine motor control Using the toilet independently Hand washing Handling large & small equipment safely PE- Finding a space	Pencil/ tool grip Showing preference for my dominant hand PE – Finding a space	Moves freely in a range of ways – jumping, skipping, rolling, and sliding. Mounts climbing equipment Negotiates space and obstacles	Can stand on one foot Can catch a large ball Draws lines and circles with gross movements	Uses a range of tools including one-handed tools e.g. snips paper with scissors. Holds pencil between thumb and two fingers. PE – developing ball control skills.	Uses tools to make marks with greater control PE – consolidating the year and getting ready for Sports day



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C & L		Use language to recreate roles Talk about the different roles that people have	Listen to stories and know that they can anticipate what will happen next Knowing that instructions have several parts	Know they can respond to what they hear with relevant comments Know that they can talk about what they have learned Ask and answer relevant questions	Listening and remembering Responds to what they hear with relevant comments	Children talk about different mini-beasts and how they have identified them. Ask each other questions. Describing minibeasts to each other.	Hot seating the characters Taking on a character and knowing what they are like Asking and answering questions Listening and remembering the stories
Literacy	Nur	Phase 1 Phonic Turns when their name is called. Understands a simple sentence, i.e. 'Get your coat'. Responds to requests in simple games e.g. Simon Says. Listens and responds in a simple conversation. Responds to instructions to complete a simple activity. Enjoys sharing books with adults. Has some favourite stories. Joins in with basic actions and some songs/rhymes. Listens with attention to short stories. Enjoys a range of mark making experiences. Begins to talk about marks they make	Phase 1 Phonics Understands simple instructions when directed at a small group, not just me, for example, Mrs Salmon's' group go and get your coats. Selects named objects. Follows a simple instruction when it is directed at me, for example 'Alfie get the cup from the bag' Handles books correctly. Talks about pictures in book. Uses the pictures to tell familiar stories. Repeats phrases from familiar stories. Uses gross motor movements to mark make in a variety of scenarios Draws marks, showing some control, for example when drawing a car shows car parts even if not initially recognisable.	Phase 1 Phonics Understands the use of objects. Responds to simple instructions i.e. collect or put away an object. Notices print in the environment, e.g. logos or shop signs. Uses lines and circles in their drawings. Draws more recognisable pictures, for example people and houses.	Phase 1 Phonics Understands 'who', 'what' and 'where' questions. Recognises the first letter of their name. Talk about their pictures and marks. Makes mark on pictures as if writing their name.	Phase 1 Phonics Listens and responds in a simple conversation Talks about main events/characters in stories. Recognises their name. Draws recognisable figures	Phase 2 Phonics Understands simple instructions when directed at a small group, not just me, for example, Mrs Salmon's group go and get your coats. Responds to instructions to complete a simple activity. Begins to recognise rhyme. Develops phonological awareness, for example, claps syllables in words or recognises words with the same initial sounds. Begins to write some letters in their name. Uses 'writing' in play, for example, writing a shopping list, starting at the top of the page.
	Rec	Phase 2 phonics Shared reading Mark Making Giving meaning to marks Name writing Know how to form letters - set 1 sounds Know how to use a letter mat Lists-Labels- Captions- Speech Bubbles- Sequencing - Feelings-Instructions-	Phase 2 phonics / Shared reading Mark Making Giving meaning to marks Name writing Know how to read and write cvc words Know that sentences have finger spaces and a full stop Know that we can write sentences Know how to use a letter mat Know that we can write for different purposes – retelling stories. Lists- Shared writing Labels- for toys Sequencing – School day Feelings- Shared writing linked to circle time Instructions- Washing hands Assessments	Phase 2 and then 3 phonics Shared reading Retelling a story / Repetitive language Giving meaning to marks Name writing Know how to read and write cvc words Know that sentences have finger spaces and a full stop Writing sentences / Reading their own writing Lists- things to take to spaces Labels- Rocket Captions/ Speech Bubbles- Aliens Sequencing – Stories Feelings- Linked to visiting the moon/ in a rocket Instructions- How to make a Rocket	Phase 3 phonics Shared Reading Retell stories Name writing Writing sentences Reading their own writing Know how to read and write cvc words Know that sentences have finger spaces and a full stop Spelling and reading with set 2 sounds Lists- Different animals/food Labels-Different parts Sequencing – stories with animals in Feelings- How would you feel if you were a cat? Rhyme Words/ Stories Assessments	Phase 3 phonics Shared reading Guided Reading Name writing including Surname Know how to read and write cvc words Writing sentences Reading their own writing Writing instruction for finding a mini-beast/ Making a model mini-beast. Writing about their mini-beasts Writing facts Non-fiction books – know the difference between fiction and non-fiction Lists- Mini-Beasts found Labels- Different parts Sequencing - Stories Instructions- How to make a bug house Rhyme Words/ Stories	Phase 3 phonics Shared reading HA- Guided Reading Retelling stories using Talk for Writing Name writing including Surname Know how to read and write cvc words Writing sentences Reading their own writing Know that we can make changes to stories Writing stories using story language Sequencing – Different stories Feelings- Characters Instructions- How to make a sand castle Posters- How to care the beaches Rhyme Words/ Stories Assessments



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Mathematics		<p>White Rose Maths Baseline</p> <p>Getting to know you</p> <p>Just Like Me!</p>	<p>White Rose Maths</p> <p>It's Me 1, 2, 3!</p> <p>Light and Dark</p> <p style="text-align: center;">Assessments</p>	<p>White Rose Maths</p> <p>Alive in Five!</p> <p>Growing 6, 7, 8</p>	<p>White Rose Maths</p> <p>Building 9 and 10</p> <p>Consolidation of Numbers to 10</p> <p style="text-align: center;">Assessments</p>	<p>White Rose Maths</p> <p>To 20 and Beyond</p> <p>First Now and Then</p>	<p>White Rose Maths</p> <p>Find My Pattern</p> <p>On The Move</p> <p style="text-align: center;">Assessments</p>
Understanding the World		<p>Knowing the people who help us in school and within the community Knowing how to use the equipment in the technology area – iPad, talking clipboards, bee-bot Harvest festivals (date subject to change)</p> <p>The story of Rama and Sita (date subject to change)</p>	<p>Know The Christmas Story and how Christmas is celebrated</p> <p>Know The story of Rama and Sita and how Diwali is celebrated (date subject to change)</p> <p>Knowing what Bonfire Night Is</p> <p>Know how to stay safe on Bonfire Night</p> <p>Know what birds need to survive and how we can look after them.</p>	<p>Chinese New Year</p> <p>Animals and Habitats</p> <p>Trying Chinese food.</p> <p>Baking Gingerbread men</p> <p>Complete a simple computer programme</p> <p>Chinese New Year</p> <p>Understanding about stars and the night sky</p> <p>Knowing about rockets and how they fly</p> <p>Fact and Fiction iPad games</p> <p>Using a camera to collect evidence</p>	<p>Easter – the Easter story, changes in the seasons</p> <p>Signs of spring</p> <p>Changes over time</p> <p>Complete a game on the iPad</p> <p>Know how fossils are created</p> <p>Learn about what an archeologist does.</p> <p>Understand the difference between carnivore/ herbivore/ omnivore.</p> <p>Know what it means if something is extinct.</p>	<p>Understand life cycles</p> <p>Understand that things grow and die.</p> <p>Identify the differences between different mini-beasts and explain their thinking.</p> <p>Understand about different habitats. Caring for animals and creatures.</p> <p>Know what a plant needs to grow.</p> <p>Internet safety</p>	<p>Know that we live on an island</p> <p>Compare seashores from around the world</p> <p>Compare seaside holidays from past and present.</p> <p>How to program bee-bot to move forwards, backwards and turn</p> <p>Internet safety</p>
Expressive Art and Design		<p>Drawing and painting from observation – self portraits</p> <p>Drawing in sketchbooks</p> <p>Painting portraits of people who help in school and friends</p> <p>Knowing a range of nursery rhymes and songs</p>	<p>Sketchbooks</p> <p>Knowing songs and dances for the Christmas Nativity</p> <p>Know and explore techniques – wax resist, colour mixing</p> <p>Know how to draw from observation Knowing a range of nursery rhymes and songs</p>	<p>Designing their own mythical creatures.</p> <p>Learn “There was a Princess Long Ago” nursery rhyme</p> <p>Making magical wands (outdoor)</p> <p>Creating fairytale music</p> <p>Magical spells mixing</p>	<p>Selecting appropriate colours for a particular purpose</p> <p>Using a selection of wet and dry medium correctly to create dinosaur pictures and patterns</p> <p>Fossil making</p> <p>Learning song about dinosaurs</p> <p>Knowing a range of nursery rhymes and songs</p>	<p>Making patterns and pictures</p> <p>Drawing the mini beasts they have found/like.</p> <p>Clay models of bugs and insects</p> <p>Butterfly kites</p> <p>Summer flower suncatchers</p> <p>Knowing a range of nursery rhymes and songs</p>	<p>Combine different materials to make different effects.</p> <p>Explore paintings by different artists and recreate their favourite</p> <p>Knowing a range of nursery rhymes and songs about seaside/ summer.</p>
Enrichment & Experiences		<p>Visits from school staff to talk about their roles – Office, Kitchen, Site Manager</p>	<p>Bird and Animal feeders/ houses for the forest area</p>	<p>Author Visit</p> <p>Visit to Seven Stories/ Theatre</p> <p>Magic spells/ potions mixing</p>	<p>Dinosaur Incident on the Field</p> <p>Great North Museum</p>	<p>Hatching butterflies</p> <p>Farm Visit</p>	<p>Visit to Seaside/ aquarium</p> <p>Picnic (lighthouse keeper stories)</p>

The curriculum overview provides you with an insight into children's learning. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS. Most of the

children's learning experiences are through play and an active involvement in the Curriculum