

**YEAR OVERVIEW 2024-25 for EYFS**

|  | HT1 (8 weeks)   | HT2 (7 weeks)  | HT3 (6 weeks)   | HT4 (5 weeks)   | HT5 (6 weeks)   | HT6 (7 weeks and 3 days)   |
|--|---|--|---|---|---|--|
| Possible themes/ trips/enhanced provision      | All about Me (Separation Worries)   | Once upon a Time<br><br>Visitor - Pantomime/puppet show  | Animals   | When I Grow Up<br><br>Visitor – People Who Help Us (Community Police)   | In the Garden<br><br>Trip- Heeley City Farm/Graves Park   | World of Fantasy<br><br>Visitor – linked to World of Fantasy theme (Storyteller?)  |
| <b>prime areas of learning and development</b> |   |  |   |   |   |  |
| Personal, Social and Emotional Development     | <ul style="list-style-type: none"> <li>- Forming positive relationships with adults and peers</li> <li>- Developing confidence &amp; self-awareness</li> <li>- Aware of boundaries &amp; expectations</li> <li>- Recognising feeling and emotions</li> <li>- Explaining knowledge &amp; asking questions</li> <li>- Resolving conflicts with others</li> <li>- Playing cooperatively</li> <li>- Developing sensitivity to others' needs and feelings</li> </ul>   |  |   |   |   |  |
| Communication and Language                     | <ul style="list-style-type: none"> <li>- Using language to communicate ideas</li> <li>- CIP sentence work</li> <li>- Use a range of tenses e.g. past, present and future forms</li> <li>- Developing narratives and explanations - LEAP (baseline children during Autumn 1 term) &amp; ongoing</li> <li>- Talk focus – linked to half termly topics &amp; specific needs of the children</li> <li>- Listening in a range of contexts</li> <li>- Responding to stories, events and other people</li> <li>- Following instructions</li> </ul> |  |   |   |   |  |
| Physical Development                           | <p>Gross Motor -<br/>General movement and special awareness<br/>PE - Games<br/>Handling outdoor equipment</p> <p>Fine Motor -<br/>Funky Fingers<br/>Dough Disco<br/>Introduction to cutting &amp; joining tools<br/>Go Noodle<br/>Toileting independently<br/>Dressing and undressing e.g. coat, jumpers etc.</p>   | <p>Gross Motor -<br/>Experiment with different ways of moving</p> <p>Fine motor-<br/>Dough Disco<br/>Funky Fingers<br/>Dominant hand – handling tools accurately e.g. pencils for writing<br/>PE- Gymnastics</p> | <p>Gross Motor -<br/>Balancing &amp; travelling under, over, through equipment<br/>PE- Dance</p> <p>Fine motor -<br/>Funky Fingers<br/>Dough Disco<br/>Holding a pencil from a hold hand grasp to pincers</p> | <p>Gross Motor -<br/>Write Dance<br/>PE - Gymnastics<br/>Core strength and developing control in movements<br/>Use of equipment – balls, bean bags</p> <p>Fine motor -<br/>Holding a pencil from pincer grip to tripod<br/>Funky Fingers<br/>Dough Disco<br/>Importance of keeping healthy – brushing teeth</p> | <p>Gross Motor -<br/>Introduction to climbing, PE equipment<br/>Relay games</p> <p>Fine motor -<br/>Funky Fingers<br/>Dough Disco<br/>Use of scissors to cut accurately</p> | <p>Gross Motor -<br/>Jumping off an object using large apparatus<br/>PE- Athletics<br/>Sports Day preparation</p> <p>Fine motor -<br/>Funky Fingers<br/>Dough Disco<br/>Use of scissors to cut accurately<br/>PE- Athletics<br/>Sports Day preparation</p> |

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**specific areas of learning and development**

|                    |  |   |  |  |   |  |
|--------------------|--|---|--|--|---|--|
| <b>Literacy</b>    | <p>Barbara Throws a Wobbler<br/>Owl Babies<br/>The Colour Monster<br/>(Narrative - picture books, classic stories)</p> <p>Oral retelling of stories</p>                      | <p>Hello Friend!<br/>Blue Penguin<br/>Stickman<br/>(Narrative -picture books)</p> <p>Oral retelling of stories</p>  | <p>The Gingerbread Man<br/>The runaway<br/>Chapatti<br/>The Gruffalo<br/>(Narrative – classic stories)</p> <p>Oral story telling<br/>Captions/labels<br/>Dictated sentences<br/>Writing name</p> | <p>The very hungry caterpillar<br/>Here’s a little poem<br/>(Narrative- picture books, Poetry)</p> <p>Dictated sentences<br/>Oral poetry</p>   | <p>Jaspers beanstalk<br/>A good Place<br/>Yucky Worms<br/>(Narrative – picture books, Narrative non-fiction)</p> <p>Dictated sentences<br/>Labels and captions</p>  | <p>On sudden hill<br/>No dinner<br/>(Fiction - Narrative – picture book for stamina<br/>Traditional tale - Cultural)</p> <p>Dictated sentences</p>   |
| <b>Phonics</b>     | RWI  | RWI   | RWI  | RWI  | RWI   | RWI  |
| <b>Mathematics</b> | <p>Number blocks:<br/>Recognising &amp; counting numbers from 1-5<br/>One to one counting<br/>Matching numerals to quantity to 5<br/>Bonds to 5<br/>Number songs/actions</p> | <p>Number blocks:<br/>Number recognition to 10<br/>Subitising (estimating objects to 5)<br/>Number bonds to 10<br/>Adding &amp; subtracting 1<br/>Odds &amp; Evens<br/>Doubling</p> | <p>Composition of numbers to 10<br/>Concept of zero<br/>Number Bonds within 10<br/>Repeated patterns &amp; space</p>   | <p>Number composition up to 15<br/>Number Bonds within 10<br/>2D shapes including shapes in the environment<br/>Pattern<br/>Problem solving &amp; reasoning – finding the missing number<br/>Adding multiples of the same number</p> | <p>Number recognition to 20<br/>Number composition up to 20<br/>Measuring weight &amp; capacity<br/>Measuring lengths &amp; heights<br/>(tracking plant growth)</p> | <p>Number recognition to 20<br/>Number composition up to 20<br/>Compare numbers<br/>Doubling &amp; Halving<br/>Positional language (outdoors)<br/>Measuring time &amp; distance (outdoors)</p> |

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| <p><b>Understanding the world</b></p> | <p>Geography -<br/>Investigation linked to family background, Similarities/differences in families, community &amp; local area (map)<br/>Introduce children to the immediate outdoor environment.</p> <p>History -<br/>Talk about their daily and weekly routine.<br/>Use language connected with sequencing and the passing of time.<br/>Show an interest in the passing of time and how things change.<br/>Show interest and talk about how they have changed and grown since they were babies.<br/>Introduce a class timeline.<br/>Draw or write about recent or past events.</p> | <p>Geography –<br/>Look at photographs of the school and local area. Look at photographs of a rural area. Find Similarities/differences in environments.</p> <p>Science -<br/>Sing songs/rhymes about the natural environment.<br/>Children will be able to draw pictures of the natural world including animals and plants.<br/>Notice changes in the seasons.</p> <p>History<br/>Act out past events with small world play figures.<br/>Ask questions about the past.<br/>Look at objects or books to find out about the past</p> | <p>Science –<br/>Name and recognise animals<br/>Similarities/differences in animals<br/>Observations of living things<br/>Using magnifying glasses and visualizer to observe details</p> <p>Geography -<br/>Draw simple maps of the school, and contrast with simple maps (using symbols) from story</p> <p>History –<br/>Explore objects or photographs from the past. (use some of the pictures from the schools grand exhibition<br/>Talk about the lives of other members of their family.</p> | <p>Geography –<br/>Children will be able to compare various geographical locations (snack time, good opportunity for this/link to where snack is from)<br/>Know some place names of different countries.<br/>Map work – Google Earth – looking at people who help us</p> <p>History –<br/>Explore their own interests which may have historical links, modes of transport, old clothing, old toys etc</p> | <p>Science –<br/>Similarities/differences in insects, plants, environments<br/>Using visualizer to observe details<br/>Opportunities to observe and interact with natural processes such as ice melting, sound causing vibration.</p> <p>History –<br/>Role-play special events they have enjoyed and participated in.<br/>Recount memories of special celebrations.</p> | <p>History –<br/>Explore their local area/school through the eyes of a ‘historian’</p> |
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|--|--|--|--|--|--|--|
| <p><b>Expressive Arts and Design</b></p> | <p>Introduce tools/equipment in the Arts and Craft area.<br/>Model how to use and their purpose.</p> <p>Observational drawing – self-portraits.<br/>Learning colours. Be able to name the primary colours – rainbow song</p> <p>Explore a range of ‘junk modelling’ and natural materials.</p> | <p>Creating with a purpose.<br/>Use of thick and thin brushes.<br/>Teach colour mixing.</p> <p>Explore dance through Go Noodle.</p> <p>Introduce the weaving materials in the outside provision.</p> | <p>Crafting animal masks, pictures &amp; models.<br/>Introduce different joining &amp; mark making tools<br/>Animal printing - with blocks or natural materials.</p> <p>Make repeating colour patterns</p> | <p>Collage – using a range of materials.</p>               | <p>Observational drawings e.g. minibeasts. Refine drawing skills so they can represent the objects with increasing skill.</p> <p>Making minibeasts e.g. salt dough models.<br/>Focus on adding different textures.<br/>Rubbings from objects (possibly from things they have found in the outdoor environment)</p> | <p>Making castles using clay<br/>Vegetable printing e.g. Supertato</p> |
| <p><b>RE</b></p>                         | <p>Unit 1 - Why is the word God important to Christians?</p>   | <p>Unit 2- Why is Christmas special to Christians?</p>   | <p>Unit 3 – Why is Easter special for Christians?</p>  | <p>Unit 4 – Bing special: where do we belong?</p>          | <p>Unit 5 – Which places are special and why?</p>  | <p>Unit 6 – Which stories are special and why?</p>                     |
| <p><b>Computing</b></p>                  |  | <p>What is a computer –<br/>Key skills<br/>What is a computer</p>  | <p>What is a computer –<br/>Key skills<br/>We control technology</p>   | <p>Programming and Algorithms<br/>Tinkering (Bee Bots)</p> | <p>Data<br/>Answer basic questions about images (more/less)</p>  | <p>Programming and Algorithms<br/>Create maps and move Bee Bots</p>    |