

EYFS Yearly Overview						
	AUTUMN		SPRING		SUMMER	
Topic	<u>All about me!</u>	<u>Celebrate with me</u>	<u>Amazing Animals</u>	<u>Growing</u>	<u>How to be a Superhero</u>	<u>I do like to be beside the Seaside</u>
RE	Creation and Covenant - The creation story - Giving thanks to God - How can we look after God's world? - God made us all unique	Prophecy and Promise - The Annunciation - Advent - The Birth of Jesus - The Shepherds Visit - The way different cultures celebrate Christmas.	Galilee to Jerusalem - The Wise Men visit - Jesus with the children - Feeding of the 5000 - 'Glory Be' - How to follow in Jesus' footsteps	Desert to Garden - Lent - The events of Holy Week - Signs and symbols of Lent - Signs and symbols of Easter - How different cultures celebrate Easter	To the ends of the Earth - Jesus returns to Heaven - Story of Pentecost - Early Christianity	Dialogue and Encounter - Friends of Jesus: Hear a simple life of St Peter and St Paul - Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. - Explore a range of pictures of Jesus from a non-European tradition.
Literacy/ Texts	Initial sounds/name writing/card <i>Meesha makes friends/ The Colour Monster/ All are welcome/ That's not my name!/ Beegu/ All Kinds of People/ You can!/ The Tiger who came to tea/ Hug</i>	Developing correct letter formation/ segmenting for spelling JoJo and GranGran go to the hairdresser/ My Grandpa/ Me and my sister The cat and the rat/ There's a bear on my chair (patterns)/ Pattan's pumpkin/ Shubh Diwali	Narrative/instructions The Three Little pigs/ Oh No George! The Gingerbread man/ The Leopard's Drum/ The Emperor's Egg/ Stella Luna/ I like bees, I don't like honey!/ Happy to be me/ Things I like/ Lifesize/ Joy/ I can swim	The Tiny seed/ The Girl who planted trees/ Oliver's vegetables/ The Hungry Caterpillar/ What the Ladybird Heard/ You are Healthy/ Festivals/ Our favourite day/ We catch the bus/ The goat and the stoat/ On the way home	Letter/comic books/narrative Supertato/ Superkid/ Midnight Ninja/ Lifesavers (All about Firefighters)/ Lifesavers (All about Police) / Amazing/ You're so amazing!/ Everybody has a body/ I don't want to wash my hands!/ Anansi and the golden pot	Poetry/Description Lifesavers (Lifeguard)/ Swimmy/ The Odd Fish / Green on green/ Our seaside trip/ The Dot/ I saw a bee/ That's my flower!/ A new green day/ You choose fairytales/ Help we need a title!
Writing (See writing progression map)	Practise writing name. Developing a tripod grip. Developing correct letter formation. Segmenting for spelling- CVC words with learnt sounds.	Developing correct letter formation. Segmenting for spelling- CVC words with learnt sounds.	Oral rehearsal of captions. Segmenting for writing simple captions. Use of widget cards to help compose sentence	Segmenting for writing short captions independently.	Segmenting for writing (Phase 4) Segmenting for writing short sentences independently.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing Phase 4 words.
Phonics	Assess phonic knowledge First half term- focus on oral blending to support reading. Begin phase 2	Continue and revise phase 2 Begin phase 3	Phase 3	Revise Phase 3 Focus on segmenting for writing CVC/ CCVC/ CVCC/ CCVCC words.	Begin phase 4 alongside revision of phase 3. Focus on segmenting for writing sentences.	Phase 4 Focus on segmenting for writing sentences.
Maths (White Rose Maths)	Getting to know you: - Time to get to know the children and playing maths games, singing maths songs/ rhymes. NCETM SCHEME: How many? Counting, cardinality and ordinality Composition Subitising Comparison WR: Matching Measure	NCETM SCHEME: Counting, cardinality and ordinality Comparison Composition Composition Counting, cardinality and ordinality WR: Patterns Circles and triangles Shapes in the environment Describe position Shapes with 4 sides My day and night	NCETM SCHEME: Composition Composition Counting, cardinality and ordinality Subitising Counting, cardinality and ordinality Composition Composition WR: Mass and capacity Length, height and time	NCETM SCHEME: Counting, cardinality and ordinality Composition Composition Comparison WR: Explore 3D shapes Manipulate, compose and decompose	NCETM SCHEME: Counting, cardinality and ordinality Comparison Composition Composition WR: Visualise, build and map Making connections	NCETM SCHEME: Recap counting, cardinality and ordinality Recap subitising Recap composition Recap composition Recap comparison WR: Making connections Consolidation

Understand -ing the world	Talk about people who are familiar to them/People who help us. Seasons/ Black History/ Cultures/ Harvest/ Colour/ past and present (growing up)	Celebrations and religions of the world/ seasons/ materials	Animals/habitats/ measuring	Everyday Materials and the world around us/ minibeads/ Artefacts	Past and present/materials	Environments and human impact/ sea creatures/ past and present (seaside)
Music Kapow	Exploring sound.	Celebration Music	Music and Movement	Musical stories	Transport	Big Band
EAD	Van Gogh Starry Night – mark making and painting D&T – wooden spoon friends (Meesha makes friends)	Singing/performance (Nativity)	Printing and collage – shape and colour Jackson Pollock	Collage with vegetables – Guiseppe Arcimboldo	Design and review	Design, review and edit
PE The PE Hub	Playing through games	Dance	Gymnastics	Locomotion - Jumping	Balls skills - feet	Games for understanding
PSHE/ RSE (Jigsaw/ TEN:TEN)	Being me in my World Individual RSE Lessons: Handmade with love Good feelings, bad feelings Let's get real Loving God, Loving others People who help us	Celebrating Difference Individual RSE Lessons: I am me I like, you like, we all like	Dreams and Goals Individual RSE Lessons:	Healthy me Individual RSE Lessons: Heads, shoulders, knees and toes Ready Teddy? Safe inside and out Feeling Poorly	Relationships Individual RSE Lessons: Role model Who's Who You've got a friend in me Forever Friends God is love	Changing me Individual RSE Lessons: Growing Up My body, my rules