

	EYFS Yearly Overview					
	AUTUMN		SPRING		SUMMER	
Topic	All about me and people who are special to me. Identity, relationships, feelings	Celebration Families, traditions and festivals Careers week: Visit from little city	Traditional Tales Characters, settings and story telling	Growth and Change Nature, animals and life cycles Visit to Church Farm	People who help us and superheroes Community, helping, problem-solving	Journeys and our amazing world Imagination, invention, independent story telling
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 Core Texts (Links to understanding of the world and PSHE)	<i>The colour monster Anna Llenase</i> <i>The family book Todd Parr</i> <i>Invisible string Patrice Karst</i> <i>All are welcome Alexandra Penfold.</i>	Celebrations Kipper's Birthday Our favourite Day Binny's Diwali Thrity Umrigar The best Diwali ever Jolly Christmas Postman Allan Ahlberg Bringing in the new year Grace Lin A year full of festivals Christopher Corr Additional texts Birthday Monster Christmas Pinecone Hurray for Diwali Anita Ganeri	Traditional Tales Three Little Pigs – Joseph Jacobs Goldilocks and the three bears – Robert Southey Jack and the beanstalk – Joseph Jacobs Three Billy Goat Gruff Pat Christen Asbjorsen Ginger Bread Man Anasi the spider Gerald McDormott	Growth and Change (Animals, plants and life cycles) Hungry Caterpillar Titch Tad Benji Davis Who's Hiding in the woods Tiny Seed SuperWorm	People who help us and superheroes People who help us Catherine Barr Busy People – doctors Lucy M George Firefighters Emily Rose O'Neill Supertato Superhero like you Dr Rarj Singh Eliot and the superpowers Chris Riddell	Journey and our amazing world Train Ride Bear Hunt Whatever Next Snail and the whale We catch the bus Way Back home
Communication and Language (Focus on books from above) Listening, Attention, understanding and speaking.	<i>All about Me Skills (Development Matters)</i> Listen carefully; understand why listening matters; listen and talk about stories; learn and use new vocabulary; understand questions and instructions; make comments and ask questions. ELG Listening, Attention & Understanding: listen attentively and respond with relevant questions, comments and actions; hold conversation in back-and-forth exchanges. Speaking: participate in discussions using recently introduced vocabulary; express ideas and feelings in full sentences, using past/present/future forms with support.	Celebration Skills Listen to and talk about stories; retain and use new vocabulary; listen carefully to rhymes and songs; understand multi-part instructions; describe events in detail. ELG Listening, Attention & Understanding: respond to stories and discussions with relevant comments and questions; clarify understanding; sustain back-and-forth conversation. Speaking: use recently introduced vocabulary from stories; offer explanations; express ideas in full sentences using conjunctions and appropriate tenses.	Traditional Tales Skills Listen to longer stories; talk about stories and build familiarity; retain new vocabulary; retell familiar stories using story language; describe events in detail; connect ideas and explain thinking. ELG Listening, Attention & Understanding: respond to stories and discussions with relevant comments and questions; clarify understanding; sustain back-and-forth conversation. Speaking: use recently introduced vocabulary from stories; offer explanations; express ideas in full sentences using conjunctions and appropriate tenses.	Growth and change (animals plants and life cycles) Skills Ask questions to find out more; make comments and explain observations; use new vocabulary; connect ideas; use talk to solve problems and organise thinking. ELG Listening, Attention & Understanding: respond to what they hear with relevant questions and comments; ask questions to clarify understanding; maintain conversations. Speaking: participate in discussions using new vocabulary; offer explanations for why things happen;	People who help us and superheroes Skills Use talk for different purposes; explain ideas; use language to solve problems; develop social phrases; connect ideas; articulate thoughts in well-formed sentences. ELG Listening, Attention & Understanding: listen attentively and respond appropriately; hold conversation during small-group and class interactions. Speaking: participate in discussions and offer ideas using recently introduced vocabulary; explain why things might happen; express ideas and feelings in full sentences, including appropriate tenses and conjunctions.	Journeys and our amazing world Skills Listen respectfully; make links between ideas; use talk to organise thinking; describe events in detail; use an increasingly broad vocabulary; express ideas clearly and coherently. ELG Key Vocab Listening, Attention & Understanding: listen attentively and respond with relevant questions, comments and actions; clarify understanding; sustain back-and-forth exchanges. Speaking: discuss and offer ideas using recently introduced vocabulary; explain thinking;

	Key Vocabularly myself, family, friend, home, school, classroom, teacher, feelings, happy, sad, worried, excited, kind, body, face, senses, similar, different, favourite, describe Adult modelling / model sentences: - I am feeling ____ because ____. - My family is special because ____. - I notice that ____ is similar/different to ____. - I can describe ____ using ____. Open-ended adult questions: - Tell me about your family. - How are you feeling? What makes you feel that way? - What do you notice? - How are you and your friend similar/different? - What could we do if someone feels worried?	Key vocabulary celebrate, celebration, festival, tradition, family, birthday, invitation, decorate, special, costume, music, dance, feast, gift, card, remember, together, religious, cultural, fireworks Adult modelling / model sentences: - We celebrate ____ by ____. - A tradition in my family is ____. - First ____, then ____, and finally ____. - I noticed ____ because ____. Open-ended adult questions: - What are you celebrating? - What happens first/next/last? - Why is this celebration special? - How is this celebration similar to/different from another? - What might people need to prepare?	Key vocab traditional tale, character, setting, beginning, middle, end, problem, solution, once upon a time, forest, cottage, giant, troll, castle, journey, brave, frightened, enormous, tiny, suddenly, finally Adult modelling / model sentences: - Once upon a time, ____. - The problem was ____. - I think ____ will happen because ____. - The character felt ____ when ____. - In the end, ____. Open-ended adult questions: - Who are the characters? - Where is the story set? - What is the problem? - Why do you think the character did that?	animal, habitat, wild, domestic, mammal, bird, insect, minibeast, wings, antennae, legs, shell, fur, feathers, scales, life cycle, egg, larva, grow, change, plant, seed, root, stem, leaf, flower, soil, water, sunlight, observe Adult modelling / model sentences: - I observed ____ and noticed ____. - A ____ lives in ____ because ____. - First the seed ____, then ____. - A ____ has ____ which helps it ____. - I wonder why/how ____. Open-ended adult questions: - What do you notice? - Where does it live? - How do you know? - What does it need to survive? - How has it changed? - What do you predict will happen next?	Key Vocab community, helper, emergency, firefighter, police officer, doctor, nurse, paramedic, teacher, dentist, builder, post worker, uniform, equipment, rescue, safe, protect, help, responsibility, superhero, power, strength, brave, kindness Adult modelling / model sentences: - A ____ helps people by ____. - They need ____ because ____. - If there was an emergency, I would ____. - A superhero should be ____ because ____. - My special power would be ____ so that ____. Open-ended adult questions: - Who helps us and how? - Why do they need that equipment? - What would happen if they did not help? - How can we keep ourselves safe? - What makes someone a hero?	express ideas and feelings in full sentences using past, present and future tenses and conjunctions. Key Vocab journey, travel, destination, route, map, direction, explore, vehicle, transport, land, sea, air, country, continent, ocean, mountain, river, city, village, planet, Earth, environment, weather, climate, recycle, protect, discover Adult modelling / model sentences: - We travelled from ____ to ____ by ____. - Our route goes ____ because ____. - I would like to visit ____ because ____. - We can protect our world by ____. - I wonder what it would be like to ____. Open-ended adult questions: - Where are you going? - How could we get there? - What might we see? - How is this place different from here? - Why is it important to care for our planet? - What would you take on this journey and why?
literacy – WRITING See writing progression skills sheet for pencil grip development and letter formation patterns.	Writing genre & purpose Labels and captions; name writing; simple lists; self-portraits and family writing. Sentence structure Oral rehearsal → single words → simple sentences. “I am ...” / “I like ...” / “This is ...” Letter formation Develop correct pencil grip and posture; form lower-case letters using taught formation rhymes; practise letters in name and familiar words. Independence Choose tools and resources; write own name independently; use a sound mat; have a go	Writing genre & purpose Cards, invitations, lists, labels and short messages; writing for a real audience. Sentence structure “We can ...” / “I can see ...” / “It is ...” Use spaces between words; begin capital letter and full stop with support. Letter formation Increase consistency of lower-case formation; form letters from the correct starting point; begin capitals for names and sentence starts. Independence Select vocabulary from displays/phonics resources; write a	Writing genre & purpose Story retells; character descriptions; speech bubbles; simple story maps and captions. Sentence structure Join ideas with “and”; use sentence stems such as “The ... is ...” and “He/She can ...”. Begin to vary sentence openings. Letter formation Secure most taught lower-case letters; practise tall/descending letters; form capitals where needed. Independence Retell a familiar story independently using a story map;	Writing genre & purpose Fact files; labels and diagrams; simple reports; instructions for planting/growing. Sentence structure “A ... has ...” / “It can ...” / “First ... Next ... Finally ...” Use adjectives to add detail; begin sequencing ideas. Letter formation Fluent formation of most taught letters; improve size, orientation and spacing; begin to develop joined-flow movements through handwriting practice where appropriate. Independence	Writing genre & purpose Posters; descriptions; thank-you notes; speech bubbles; simple recounts of helping/community experiences. Sentence structure “The superhero ...” / “They can ... because ...” Use conjunctions such as and/because; expand sentences with where/when details. Letter formation Consistent lower-case and capital formation; increasing fluency and automaticity; write at a size that supports readability. Independence	Writing genre & purpose Postcards; maps and captions; travel journals; short recounts; information writing and imaginative adventure stories. Sentence structure Sustain 2–4 linked sentences on one idea. Use capitals, spaces and full stops consistently; add question/exclamation marks where purposeful. Letter formation Mostly automatic correct formation; consistent orientation, size and spacing; increasing stamina and control for longer pieces. Independence

	before asking for adult help; explain what has been written.		message without copying whole sentences; reread and add missing sounds.	choose words from memory and resources; reread for meaning.		Plan what to write using drawing/notes; use a word bank selectively; check each word by segmenting; independently reread and improve one part.	Generate own ideas; organise writing with a clear purpose; use phonics and classroom resources independently; reread aloud and make changes.	Plan → compose → reread → improve with minimal adult prompting; select resources independently; identify and correct obvious omissions; talk about next steps.
Phonics /	Teaching of phase 2 - Oral blending and segmenting - Introduce first Phase 2 GPCs (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss) - Blend simple words: <i>sat, pat, tap, pin</i> - Begin reading and writing simple CVC words example sat ☐ Introduce reading the first tricky words (is the no go l to into his has as put of)		Continued revision of previous phase 2 taught in Autumn 1 - Begin phase 3a - Read and write CVC words confidently example: van - Introduce first Phase 2 GPCs (j,v,w,x,y,z,zz,qu) and the first digraphs (ch, sh, th,ng) - Increasingly fluent blending - Learn the tricky words (her, he, me, for, be, ypu) - Reading and beginning to attempt to write short captions/sentences	Consolidations of phase 3a and teaching of phase 3b - Introduce new phonemes and digraphs (ai, ee, igh, oa, oi,oo,ow,ar,air,ear,ur,or,u re,er) - Read words containing the new GPCs - Continue segmenting for spelling for example night - Learn the tricky words (she, all, we ,me, was, they, are) - More independent sentence reading and writing. For example writing		Phase 3c (No new phonemes or tricky words are taught) Reading longer words; words containing double letters, e.g. rabbit Reading and spelling sentences using the full Phase 2/3 sounds and tricky words	Begin phase 4a Phase 4 isn't primarily about learning lots of new phonemes; children learn to deal with adjacent consonants and increasingly complex word structures. Reading words containing adjacent consonants and polysyllabic words Cvcc,ccvc,ccvcc,cccvcc) Examples Hand, swim, stamp. To read longer polysyllabic words. For example shampoo Read the tricky words There, so, were, like, have, what do, come, some.,said)	Phase 4 Focus on segmenting for writing sentences. To read words ending in est, ing, ed (sounds like d,t,id), er, tch, y, ey,ve,le Tricky words to read (one, love, out, about, todays, says)
Reading								
Maths	Pupils will build on previous experiences of number from their nursery environments, and further their subitising and counting skills. explore the composition of numbers. They will begin to compare sets of objects and use the language of comparison. Pupils will: - identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop the conceptual subitising skills - spot smaller numbers 'hiding' inside larger numbers	connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts.	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and Hungarian number frame - focus on equal and unequal groups when comparing numbers	understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: - continue to develop their counting skills, counting large r sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - compare quantities and numbers, sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4	begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek		

					is only a little bit more than 2	
Understand -ing the world	Science – Plymouth Colour All about Me	Celebration	Traditional Tales	Animals Growing		Under The sea
EAD – Music KAPOW	Music nd Movement	Celebration Music	Musical stories		Big Band	Transport
EAD KAPOW Creating with Materials (See progression sheet for malleable area)	Drawing Marvellous Marks Mark making with wax crayons Mark making with felt tips Mark making with chalk Observational pencil drawing Drawing Faces Drawing faces in colour - Talk about their ideas and explore different ways to record them using a range of media. - Experiment in an exploratory way. - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. - Begin to develop observational skills (for example, by using mirrors to	Painting and mixed media : Paint my world Finger Painting Outside Painting Painting to Music Collage and transient art Landscape collage Group Art – firework painting Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.		Sculpture and 3d Clay Playdough 3D landscapes Design an animal Animal Sculptures Painting animal sculptures Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. manipulate materials safely, focussing on process over outcome.	Craft and Desgin Cutting skills Threading Joining Materials Paper Snakes Flower Designs Paper Flowers Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well.	

	include the main features of faces). Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. Seasonal Craft – linked to UW Nature Wreaths (Autumn)	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. Seasonal Craft – linked to UW Winter Craft – threading snowflakes Xmas craft – salt dough shapes		Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Cut, thread, join and Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. Seasonal Craft – linked to UW Egg threading		
--	--	---	--	---	--	--

EAD Being Imaginative and Expressive	Exploring pretend play – Begin to engage in simple pretend play. Use familiar objects and props to represent real-life experiences. Imitate familiar adults, characters and routines. Play alongside others and begin to join in shared pretend play Being imaginative and expressive: Develop storylines in their pretend play. Creating with materials: Make use of props and materials when role playing characters in narratives and stories.	Developing roles and ideas – Take on familiar roles such as family members, shopkeepers, doctors or teachers. Use props to support play. Begin to use language appropriate to different roles. Develop simple scenarios with a beginning and ending. Begin to play cooperatively with others Being imaginative and expressive: Develop storylines in their pretend play. Creating with materials: Make use of props and materials when role playing characters in narratives and stories	Developing narratives – Create imaginative scenarios based on real experiences, stories and interests. Take on different characters and maintain a role for longer periods. Use props and costumes creatively. Begin to sequence events in role play and communicate ideas to others. Being imaginative and expressive: Develop storylines in their pretend play. Creating with materials: Make use of props and materials when role playing characters in narratives and stories	Collaborative role play – Develop shared storylines with peers. Negotiate roles and ideas with others. Use imagination to adapt familiar stories and create new scenarios. Use dialogue between characters. Sustain cooperative role play for increasing periods of time. Being imaginative and expressive: Develop storylines in their pretend play. Creating with materials: Create collaboratively, sharing ideas, resources and skills	Extending and adapting narratives – Invent and adapt stories through role play. Develop more complex characters, settings and events. Use props and costumes symbolically. Respond to the ideas of others and build on shared narratives. Begin to act out familiar stories with increasing confidence Being imaginative and expressive: Develop storylines in their pretend play. Creating with materials: Make use of props and materials when role playing characters in narratives and stories	Independent imaginative play and performance – Independently create, adapt and sustain imaginative storylines. Take on different roles and develop characters using appropriate language, actions and expression. Collaborate effectively with peers to create and perform narratives. Use props and materials purposefully. Recount and sequence stories with increasing detail. Being imaginative and expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Creating with materials: Make use of props
PE Gross Motor Skills	Dance	Ball Skills Feet Develop dribbling and control with a ball using our feet.	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