

EYFS Yearly Overview 2023 - 2024 - Weeke Primary School

Early Years teaching is different to KS1 and KS2 due to the emphasis of learning through play. We plan for progression in all areas, through gradual challenge in our learning environment and our interactions with children. **We weave all the curriculum in and out of the day.** All areas of the curriculum can always be found in our continuous provision resources and open-ended activities. We constantly review how we can provide ‘writing for a purpose’, ‘real life maths’ and development of the love of reading, physical strength, coordination and communication skills. It is our passion to provide a broad and inspiring curriculum, and often, the children are the instigators.

		ELG statement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of learning	NC		Who do you think you are?	Our environment	Who is your hero?	Journeys	Down on the Farm	Where would you like to go on holiday?
Prime Areas								
Communication and language	English and all other subjects	<p><u>Listening, Attention and Understanding</u> · Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; · Make comments about what they have heard and ask questions to clarify their understanding; · Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Join in with carpet time and daily routines. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Learn poems, rhymes, songs and stories.</p>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Hold conversations answering and asking questions.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
		<p><u>Speaking</u> · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; · Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; · Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Learn and use new vocabulary throughout the day. Develop social phrases, e.g. say good morning every day. Engage in story times daily. Establish travelling Bear (Everywhere Bear) to develop language around past events.</p>	<p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Use new vocabulary in different contexts.</p>

Personal, social and emotional development SCARF materials used to support coverage	PSHE Science	<p><i>Self-regulation</i> · Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; · Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; · Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><i>Managing self</i> · Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; · Explain the reasons for rules, know right from wrong and try to behave accordingly; · Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><i>Building Relationships</i> · Work and play cooperatively and take turns with others; · Form positive attachments to adults and friendships with peers; · Show sensitivity to their own and to others' needs.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Manage their own needs. Snack time & changing for PE, take part in circle time, listening and singing games. Oral hygiene.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Take part in turn taking games. With support access resources within the classroom.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>Understand gradually how others might be feeling. Follow instructions.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Find solutions to conflicts and rivalries. For example, sharing the baby.</p>	<p>Think about the perspectives of others. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Build constructive and respectful relationships.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Independently and appropriately select resources within the classroom and playground.</p> <p>Play cooperatively and take turns Create games and make joint models.</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Show understanding of how to form friends and what it means to be a good friend.</p>
		<p>SCARF Valuing difference</p>	<p>SCARF Me and my relationships</p>	<p>SCARF Keeping safe</p>	<p>SCARF Being my best</p>	<p>SCARF Growing and changing</p>	<p>SCARF Right and respect</p>	

Physical development

Primary PE used for discrete PE sessions

PE English Art D&T

Gross Motor Skills · Negotiate space and obstacles safely, with consideration for themselves and others; · Demonstrate strength, balance and coordination when playing; · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills · Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; · Use a range of small tools, including scissors, paint brushes and cutlery; · Begin to show accuracy and care when drawing.

Children to do daily exercise morning and afternoon within classroom.

Use a knife and fork to eat lunch with.
Choose a hand to write with.

Clever bodies Assessment (Gymnastics)

Follow Primary PE – First PE

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Begin to attempt to form letters of their name.

Follow Primary PE – Multi skills

Dance – Word Moves

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.

Develop accuracy when drawing.

Follow Primary PE – Enjoy a ball

Superhero dance

Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Know and talk about the different factors that support their overall health and wellbeing.

Use a variety of tools including cutters, scissors and tweezers.

Follow Primary PE – Gymnastics

Balance Bike Training

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Follow Primary PE – Sports Day

Jungle dance

Balance Bike Training

Safely use climbing and balancing equipment in PE and choosing Progress towards a more fluent style of moving, with developing control and grace.

Correctly forming letters. Develop the foundations of a handwriting style.

Follow Primary PE – Football Fundamentals

Gymnastics – recap and challenge lessons

Specific Areas

Literacy Little Wandle	English	<p><u>Comprehension</u> · Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; · Anticipate – where appropriate – key events in stories; · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Listen to stories songs and rhymes</p>	<p>Become familiar with particular stories that have been read repeatedly</p>	<p>Answer questions about stories they have been exposed to on multiple occasions</p>	<p>Answer questions about what has newly been read to them Discuss new and unfamiliar vocabulary</p>	<p>Anticipate what might happen next in a story use comparison style stories</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p>
		<p><u>Word Reading</u> · Say a sound for each letter in the alphabet and at least 10 digraphs; · Read words consistent with their phonic knowledge by sound blending; · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Little Wandle – Phase 2: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p>	<p>Little Wandle - Phase 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s/s/ added at the end (hats, sits), ch, sh, th, ng, nk, words with s/s/added at the end (hats, sits), word ending s/z/ (his) and with s/z/ added at the end (bags) and blend independently</p>	<p>Little Wandle - Phase 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, ur, ow, oi, ear, air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp, ff, longer words</p>	<p>Little Wandle - Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er, air, words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s in the middle /z/s, words ending –s, words with –es at end /z/</p>	<p>Little Wandle - Phase 4: short vowel CVCC, short vowel CVCC, CCVC, short vowels CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in: -ing, -ed/t/, -ed/id/ /ed/, -est</p>	<p>Little Wandle - Phase 4: long vowel sounds CVCC, CCVC, long vowel sounds CCVC, CCCVC, CCV, CCVCC, phase 4 words ending in –s, /s/, -s/z/ and –es, longer words, root word ending in: -ing, -ed /t/, -ed/id/ed/, -ed/d/, root word ending in: -er, -est</p>
<p><u>Writing</u> · Write recognisable letters, most of which are correctly formed; · Spell words by identifying sounds in them and representing the sounds with a letter or letters; · Write simple phrases and sentences that can be read by others.</p>	<p>Begin to write some letters and those in their name.</p>	<p>Begin to write simple words</p>	<p>Begin to write simple phrases</p>	<p>Write simple phrases independently</p>	<p>Writing sentences with support</p>	<p>Writing sentences that can be read by themselves and others.</p>		



From Head to Toe – Eric Carle

Outcomes:

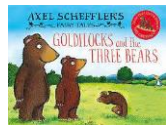
- To join in with repetitive phases
- Understanding new vocabulary
- Retell story with actions, working collaboratively



The Gingerbread Man – Traditional Tale

Outcomes:

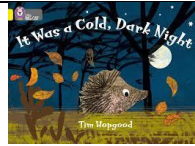
- To join in with repetitive phases
- Understanding new vocabulary
- Retell story with actions, working collaboratively
- Sequence story



Goldilocks and the Three Bears – Axel Scheffler

Outcomes:

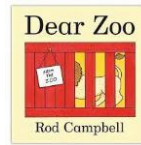
- Understanding new vocabulary
- Retell repetitive story using picture map



A Cold Dark Night – Tim Hopgood

Outcomes:

- Retell repetitive story using picture map and puppets
- Understanding new vocabulary
- Sequence story
- Add new animal to story



Dear Zoo – Rod Campbell

Outcomes:

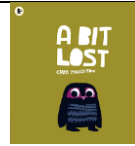
- Retell repetitive story using picture map and puppets
- Understanding new vocabulary
- Create class version of book



Leaf Man – Lois Ehlert

Outcomes:

- Understanding new vocabulary and sorting
- Label picture of leaf man



A Bit Lost – Chris Haughton

Outcomes:

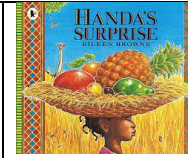
- Predictions based on first few pages of book
- Understanding new vocabulary
- Retell repetitive story using picture map and puppets
- Sequence story
- Label owl using language from story
- Writing thank you letter to squirrel



Runaway Pancake – Mairi Makinnon

Outcomes:

- To join in with repetitive phases
- Understanding new vocabulary
- Retell familiar story
- Compare story to Gingerbread Man
- Write a simple sentence about story



Handa's Surprise – Eileen Browne

Outcomes:

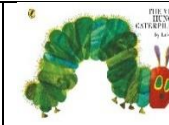
- Retell familiar story
- Understanding new vocabulary
- Fruit tasting – develop bank of adjectives
- Write own sentence from story



Whatever Next! – Jill Murphy

Outcomes:

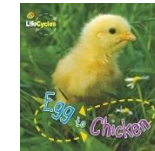
- Understanding new vocabulary
- Label own design of rocket
- Write a list of what baby bear took into space



The Hungry Caterpillar – Eric Carle

Outcomes:

- Retell repetitive story using picture map and story rope
- Sequencing story
- Oral rehearsal of lists
- Writing a list



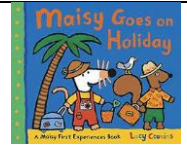
Egg and Chicken – Camilla de la Bedoyere

Outcomes:

- Observe eggs hatching
- Learn subject specific vocabulary
- Write a class diary about hatching progress
- Write a sentence about what is happening

Recount of trip to Hilliers

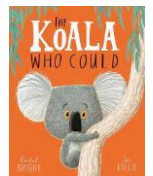
- Sequence key parts of day
- Retell verbally key events from day
- Write a sentence about the day



Maisy Goes on Holiday – Lucy Cousins

Outcomes:

- Choral reading with fluency and expression
- Write a list
- Write a simple set of instructions
- Write a postcard



The Koala that Could – Rachel Bright

Outcomes:

WORK IN PROGRESS

Mathematics

Mastering Number – NCETM and White Rose

Maths

Number : Have a deep understanding of number to 10, including the composition of each number eg 14 · Subitise (recognise quantities without counting) up to 5 · Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns : Verbally count beyond 20, recognising the pattern of the counting system; · Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; · Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mastering Number - NCETM

Pupils will:

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structures, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their 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 and connecting to the ‘staircase’ pattern of counting numbers, seeing that each number is made of one more than the previous number
- Developing counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate n 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

White Rose:

- Talk about measure and patterns
- Circles and triangles
- Shapes with 4 sides

Mastering Number - NCETM

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 the 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

White Rose:

- Mass and capacity
- Length, height and time
- Explore 3-D shapes

Mastering Number - NCETM

Pupils will:

- Continue to develop their counting skills, counting larger 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, including 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 is only a little bit more than 2
- 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

White Rose:

- Manipulate, compose and decompose
- Visualise, build and map
- Make connections

<p style="text-align: center;">Understanding the World Hampshire planning used for RE element</p>	<p style="text-align: center;">Science RE Computing History Geography</p>	<p><i>Past and Present</i> · Talk about the lives of the people around them and their roles in society; · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; · Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><i>People, Culture and Communities</i> · Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; · Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; · Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>The Natural World</i> · Explore the natural world around them, making observations and drawing pictures of animals and plants; · Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; · Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p>	<p>Begin to accurately use language relating to time (now, then, before)</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Look at and discuss images from different periods in history, look for clues of time and talk about differences they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p>Compare resources and materials from different time eras.</p> <p>Understand that some places are special to members of their community.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around.</p>
	<p style="text-align: center;">Art D&T Music English PE</p>	<p><i>Creating with Materials</i> · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; · Share their creations, explaining the process they have used; · Make use of props and materials when role playing characters in narratives and stories.</p> <p><i>Being Imaginative and Expressive</i> · Invent, adapt and recount narratives and stories with peers and their teacher; · Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Access a range of materials, experimenting with colour, effect, mark and design.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Mix and choose colours and materials to create a desired outcome Use art display in order to share creations.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Combine materials safely and effectively in order to create a piece Discuss use of materials and resources chosen.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Perform songs, dances or narratives to peers and/or adults.</p>
<p style="text-align: center;">Expressive Art and Design KAPOW used for music & art element</p>		<p style="text-align: center;">Kapow Music – Exploring Sound</p> <p style="text-align: center;">Kapow Art and Design – Drawing – Marvellous Marks</p>	<p style="text-align: center;">Kapow Music – Celebration Music</p> <p style="text-align: center;">Kapow Art and Design – Autumn Craft – Nature Wreaths Christmas Craft – Salt Dough Decorations</p>	<p style="text-align: center;">Kapow Music – Musical Stories</p> <p style="text-align: center;">Kapow Art and Design – Craft and Design – Let's get crafty</p>	<p style="text-align: center;">Kapow Music – Transport</p> <p style="text-align: center;">Kapow Art and Design – Painting and Mixed Media – Paint my World</p>	<p style="text-align: center;">Kapow Music – Music and Movement</p> <p style="text-align: center;">Kapow Art and Design – Sculpture and 3D Creation Station</p>	<p style="text-align: center;">Kapow Music – Big Band</p> <p style="text-align: center;">Kapow Art and Design – Petal mandala sun catchers and salt painting</p>	

Written in conjunction with new Early Years Foundation Stage Curriculum and Development Matters Documentation- Rationale:

- To develop skills over the course of the year ensuring that children are taught the full range of skills required to make GLD (Good Level of Development)
 - Skills range between ELG and 30-50 months according to trends in children's progress and prior attainment on arrival to school
 - Weekly planning to draw from building of skills and is directed by yearly overview and children's needs and interests
 - Care and attention given to the characteristics of effective learning and can be found in planning
- As well as the themes above we will learn about and discuss appropriate religious celebrations (in addition to Christmas and Easter) according to the cohort e.g Chinese New Year, Eid or Diwali