

Austhorpe Primary School

Overview of EYFS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me and Real Life Super Heroes	Real Life Super Heroes and Christmas	Space	Our Favourite Authors	Minibeasts	Under the sea and on the beach
Books	You Choose Diwali and Bonfire Night - (nonfiction) Rama and Sita Fire Man Sam	SuperTato The Christmas story	How to Catch a Star Papa please get the moon for me Aliens Love Underpants Astro Girl Whatever Next	The Tiger Who came for tea We're going on a bear hunt The Woolly mammoth The Queens Knickers	The very hungry caterpillar Superworm The big book of bugs Yucky Worms	The Snail and the Whale The fish who could wish Rainbow Fish Winnie and Wilbur at the seaside Mister Seahorse
Possible Themes/Interests/Lines of Enquiry	Harvest/Planting Diwali Autumn Halloween Family Baking-Skill progression throughout the year.	Autumn Halloween Hannaka Diwali Bonfire Night Remembrance Day Christmas/Father Christmas story Christmas around the world Planting	Winter Chinese New Year Light and Dark/Shadows Planting	Pancake Day Easter Growing up – generations Planting/Gardening/Spring Planting World Book Day	Life cycles – butterfly/plant Local Area walks	Summer holidays (past and present) Hot places Creatures under the sea
Real Life Experiences	Walk around the local area Visits Doctor, Nurse, Dentist, Fire Brigade Visit from a farmer linked to harvest	Visit from a theatre company to model what we are aiming for with Christmas production Teddy Bears Hospital Sundown Adventure- Visiting Santa	Buying and cooking a Chinese buffet	Pancake making Wildlife Area Wedding at the church Weddings from around the world- Cbeebies	Wildlife area bug hunts Caterpillars	Ice cream van visit Visit to Skyliner for Fish and Chips The Deep visit Sports Day
Role Play Areas	Doctors, Dentist, Fire Station	Santa's workshop	Space Station	Home corner	Garden. Garden Centre	Beach
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Vocalise the rules and show understanding of them Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Use language to tell the Christmas Story- Nativity	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
Literacy	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.	Read simple phrases and sentences made up of words with known letter-sound	Form lower-case and capital letters correctly.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

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Read Write Inc	SET 1	Individual Assessments	Individual Assessments	Individual Assessments	Individual Assessments	Individual Assessments
Mathematics Based on White Rose Maths	Matching, Sorting & Comparing Numbers 1, 2, 3 Money Time Shape	Numbers 4, 5, 0 Money Time Shape Early doubling	Numbers 5, 6, 7 Money Time Shape Early doubling	Numbers 7, 8, 9, 10 Halving Doubling Sharing	Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing	Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing
	Count Objects, actions and sounds	Subitise- Show small quantities in familiar patterns- eg- dice Link the number symbol with it's cardinal number value Count beyond 10	Compare numbers	Explore composition of numbers to 10 Understand the one more/one less than relationship between consecutive numbers	Automatically recall number bonds for numbers 0-10	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Continue, copy and create repeating patterns Compare Length, weight and capacity.
Understanding the World	Talk about members of their immediate family and community. Family tree. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community. Wedding visit to Whitkirk Church Cave Art- Woolly Mammoths	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. John Smeaton- Who is he? Eddystone Lighthouse- History
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						