

EYFS Overview

Learning to care for Ourselves, Each Other and Our World!

Rose Hill Reception Rainbow (Enriching experiences)	Join the library Look after a pet Reuse, reduce and recycle Grow something we can eat Take part in a charity event Follow a simple recipe Go shopping		
	Autumn Term	Spring Term	Summer Term
BIG QUESTIONS	Who am I? Where do I live? What do we celebrate?	Can you tell me a story?	Where will my feet take me today?
Possible Themes	How do I feel? Me and my Body Me and my Family Me and my friends How are we the same and different? Healthy Me Happy Birthday Diwali, Christmas and Chanukah	Traditional Tales Characters and settings Growth and change Seasons Easter and Eid	Ipswich, Suffolk, England, Earth How can we travel? Land, sea and air. Where can we travel to? Under the sea Jungles Garden Seaside Space Back in time
Possible Key Texts	The Colour Monster If you're happy and you know it From Head to Toe Funnybones Owl Babies Love Monster Oliver's Vegetables Leaf Man	Traditional Tales Goldilocks and the Three Bears The Gingerbread Man The Three Billy Goats Gruff Little Red and the very Hungry Lion Julia Donaldson The Gruffalo	I wish I were a pilot The Train Ride The journey home from Grandpa's All aboard for Bobo Road Commotion in the Ocean Rumble in the Jungle Mad about Minibeasts Sharing a shell

	<p>We're going on a leaf hunt Happy Birthday Hugless Douglas Stick Man The Christmas Story</p>	<p>Monkey Puzzle Children's Favourites</p>	<p>Whatever next?</p>
<p>Communication and Language</p>	<p>Talk about ourselves, our likes and our dislikes</p> <p>To listen to others in small and large groups.</p> <p>To follow simple instructions.</p>	<p>Retell traditional and familiar stories.</p> <p>To create stories in our play, using props and story maps</p>	<p>For the children to respond to what they hear appropriately and to ask and answer questions about their interests, learning and what they think.</p>
<p>PSED</p>	<p>Settling into school and learning to take turns.</p> <p>Building relationships with friends and adults.</p> <p>Learn to follow rules and expectations at school.</p> <p>Develop a positive attitude to their learning.</p> <p>Identify and express their own feelings.</p> <p>Jigsaw PSHE: Being Me Celebrating Difference</p>	<p>Be willing to challenge ourselves in our learning and persevere when we find things difficult.</p> <p>Work towards goals (e.g., choose a model to make, decide how to rescue small world characters) and make steps to meet it.</p> <p>Be confident to try new activities.</p> <p>Jigsaw PSHE: Dreams and Goals Healthy Me</p>	<p>Be confident to talk about their learning.</p> <p>Be independent in their learning, accessing and organising resources.</p> <p>Jigsaw PSHE: Relationships Changing Me</p>

Physical Development	<p>Develop fine motor skills and mark making in a variety of ways including dough disco.</p> <p>Exploring different ways of moving</p> <p>Explore healthy eating and looking after ourselves, including oral health.</p>	<p>Develop letter formation skills.</p> <p>Developing greater control when travelling in different ways and using equipment.</p> <p>Cooking related to focus texts. Using tools. e.g., porridge and gingerbread men.</p>	<p>Continue to develop letter formation skills.</p> <p>Move with confidence and control and use equipment safely and effectively.</p> <p>Sports Day</p>
Literacy	<p>Name writing and forming set 1 letters.</p> <p>Listening to and discussing stories and pictures in books.</p> <p>Phonics – RWI</p>	<p>Writing simple words and phrases.</p> <p>Learn to read words and simple sentences.</p> <p>Phonics - RWI</p>	<p>Write simple sentences.</p> <p>Learn to read simple texts.</p> <p>Phonics - RWI</p>
Maths	<p>White Rose Maths</p> <p>Matching, sorting and comparing amounts.</p> <p>Representing numbers to 5.</p> <p>One more and less.</p> <p>Compare size, mass and capacity.</p> <p>Shapes – 2d shapes</p> <p>Exploring patterns</p> <p>Positional language</p> <p>Multi-Cultural Maths x1 Termly</p>	<p>White Rose Maths</p> <p>Comparing, composing, combining numbers to 10.</p> <p>Measures – capacity, length and height.</p> <p>Shapes- 3d shapes.</p> <p>Making patterns.</p> <p>Multi-Cultural Maths x1 Termly</p>	<p>White Rose Maths</p> <p>Number beyond 10.</p> <p>Counting patterns.</p> <p>Adding and taking away.</p> <p>Doubling, sharing and grouping.</p> <p>Spatial reasoning</p> <p>Multi-Cultural Maths x1 Termly</p>
Understanding the World	<p>Our Bodies</p> <p>Environmental Focus: Caring for our Planet – Litter Environment. Books: 10 Things I can do to help my World/ We Planted a Tree</p>	<p>Materials – How does it feel?</p> <p>Environmental Focus: Caring for our Planet - Reduce, Re-use and Recycle. Books: What if...? / A Planet Full of Plastic</p> <p>The Local environment</p>	<p>Animals and their Habitats</p> <p>Growing</p> <p>Environmental Focus: Caring for our Planet - Oceans Books: Someone Swallowed Stanley / Don't let them Disappear</p> <p>The Wider World.</p>

	<p>The school environment – Finding our way around. Bring your Bear to school day.</p> <p>Talk about how we are similar, different and how we have changed.</p> <p>Look at photographs of our school and the area and discuss how it has changed.</p> <p>Look at photographs of schools in the past and discuss.</p> <p>Observe and talk about change – Seasons.</p> <p>Learning about celebrations and Festivals e.g., Diwali, Harvest, Chanukah and Christmas.</p> <p>Why is the word ‘God’ so important to Christians?</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Walk to the shop/ library.</p> <p>Explore the past before they were born.</p> <p>E.g., vehicles, bears, telephones</p> <p>Vocabulary: timeline, old, new, past, present and future.</p> <p>Observe and talking about change – Seasons.</p> <p>Grow seeds and plants and looking at changes over time and conditions for growth.</p> <p>Learn about the Festivals of Easter and Eid.</p> <p>How can we help others when they need it?</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Explore similarities and differences.</p> <p>Learn about historical characters through stories. (Little People, Big Dreams)</p> <p>Observe and talking about change – Seasons</p> <p>The Wider World – Similarities and differences.</p> <p>What makes every single person unique and precious?</p> <p>How can we care for our wonderful world?</p>
Expressive Arts and Design	<p>Portraits of themselves and others</p> <p>Learning creative techniques - paint, collage, draw and build.</p>	<p>Make models of ‘settings’ for stories</p> <p>Learning creative techniques - paint, collage, draw and build.</p>	<p>Collage environments</p> <p>Learning creative techniques - paint, collage, draw and build.</p>

	<p>Music</p> <p>Developing musical skills through singing and games</p> <p>Learning Christmas Nativity songs and moving to music</p> <p>Perform A Christmas Production</p>	<p>Music</p> <p>Revisiting musical games and developing creativity</p> <p>Exploring and making music with a focus on rhythm</p>	<p>Music</p> <p>Exploring musical dimensions (pitch, rhythm, tempo and dynamics) to create music</p> <p>Creating music to enhance a story</p>
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