



Ashby Hastings Primary School

EYFS Overview 2023/2024

Key Texts	<u>Communication and Language</u> (Listening, Attention and Understanding, Speaking)	<u>Personal, Social and Emotional Development</u> (Self-Regulation, Managing Self, Building Relationships)	<u>Physical Development</u> (Gross Motor Skills, Fine Motor Skills)	<u>Literacy</u> (Comprehension, Word Reading, Writing)	<u>Mathematics</u> (Number, Numerical Patterns)	<u>Understanding the World</u> (Past and Present, People, Culture and Communities, The Natural World)	<u>Expressive Arts and Design</u> (Creating with Materials, Being Imaginative and Expressive)
<p>Autumn 1 – I Wonder What is Special About Me?</p> <p>Pete the Cat: Rocking in my School (Eric Litwin) Funny Bones (Janet and Allan Ahlberg) Elmer (David McKee) The Tiger Who Came to Tea (Judith Kerr) We're going on a Bear Hunt (Michael Rosen, Helen Oxenbury) Once There Were Giants (Martin Waddell)</p> <p>By the Light of the Harvest Moon (Harriet Ziefert)</p>	<p>To Learn and sing nursery rhymes.</p> <p>To talk about myself.</p> <p>To respond to questions asked by others.</p> <p>To re-tell and act out familiar stories.</p>	<p>To form new relationships with children and adults in my class.</p> <p>To learn to explore and understand my feelings.</p> <p>To identify when they I might be feeling something, and begin to learn how to communicate and cope with my feelings and emotions.</p> <p>To be confident to try new activities.</p> <p>To manage my own personal hygiene.</p> <p>To show good table manners.</p>	<p>Gross Motor Skills (PE: Dance) To explore how to move safely around a space with consideration for others.</p> <p>To begin to show co-ordination (with patting/pushing/throwing a balloon)</p> <p>To move in time to happy/sad music.</p> <p>To experiment with different ways of moving, including at different levels</p> <p>Fine Motor Skills To manage my own zip and buttons when getting dressed.</p> <p>To hold my pencil comfortably and effectively.</p> <p>To use scissors to cut in a straight line.</p> <p>To use a spoon and fork to eat my lunch.</p>	<p>Phonics (SW Units 1-3) Segmenting, blending and phoneme manipulation.</p> <p>Writing: To write my first name and other words that I know.</p> <p>To form letters in my name correctly.</p> <p>To give meaning to the marks I make.</p> <p>Reading: To listen to stories and join in with repeated phrases.</p> <p>To choose fiction or non-fiction books that I would like to read.</p> <p>To know the features of a text.</p>	<p>To learn and sing counting rhymes.</p> <p>To match and sort objects.</p> <p>To compare quantities and size.</p> <p>To explore simple repeating patterns</p> <p>To explore numbers 1,2,3 (subitise, match, count, order, compare, composition)</p>	<p>To talk about myself and my families.</p> <p>To identify and use my senses.</p> <p>I know the name of the town that my school is located in.</p> <p>I can talk about the town that I live in.</p> <p>To explore my own history.</p>	<p>To sing simple songs from memory.</p> <p>To perform for others</p> <p>To use and create props for role play.</p> <p>To use simple collage techniques e.g. cutting, tearing</p> <p>To explore colour mixing.</p> <p>To use blocks to create with a purpose on mind</p>
<p>Autumn 2 – I Wonder Who Lives in my Community?</p> <p>Supertato (Sue Hendra) Flashing Fire Engines (Tony Mitton) A Superhero Like You' (Dr. Ranj) Real Superheroes (Julia Seal) Officer George (Adam Smart) Alan's Big Scary Teeth (Jarvis) The Hospital Dog (Julia Donaldson)</p>	<p>To talk about my own family celebrations.</p> <p>To listen to and appreciate celebrations from other cultures and beliefs.</p> <p>To listen to stories and use new vocabulary in role-play.</p> <p>To use the correct tense.</p>	<p>To explore diversity through thinking about similarities and differences, showing respect to others</p> <p>To identify ways in which I can keep myself safe and healthy (healthy eating, toothbrushing)</p> <p>To explore why I am special.</p> <p>To find out why families and special people are valuable.</p>	<p>Gross Motor Skills: (PE: Gym) To experiment with different shapes, jumps and rolls.</p> <p>To balance on different body parts.</p> <p>To move along the floor/apparatus safely and in different ways.</p> <p>Fine Motor Control: To form letters correctly.</p> <p>To use scissors to cut wavy lines.</p> <p>To use a knife and fork to eat my lunch.</p>	<p>Phonics (Units 4-7) Segmenting, blending and phoneme manipulation.</p> <p>Reading To help Predicting Pip anticipate key events in stories.</p> <p>To blend and read a CVC word.</p> <p>Writing To form letters correctly</p> <p>To segment and write CVC word.</p>	<p>To use positional language.</p> <p>To explore numbers 4, 5 (subitise, match, count, order, compare, composition)</p> <p>To match a numeral and quantity.</p> <p>To find a number that is one more/one less</p> <p>To recognise, name and talk about 2d shapes</p> <p>To begin to explore different times of the day.</p>	<p>To compare and contrast characters from stories.</p> <p>To talk about familiar situations in the past e.g. my last birthday/Christmas</p> <p>To find out about people who live and work in my community.</p> <p>To know the signs of autumn and associated weather.</p> <p>To name some important places of worship. To know that people have different beliefs and celebrate special times in different ways.</p>	<p>To sing in a group, increasingly matching pitch and following a melody.</p> <p>To draw closed shapes with continuous lines which represent objects.</p> <p>To develop a storyline in pretend play.</p> <p>To stack blocks to create towers and buildings</p>

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<p>Spring 1 – I Wonder What it Would be like to Live in the Arctic?</p> <p>The Loud Winters Nap (Katie Hudson) Winter Sleep (Sean Taylor/Alex Morss) Polar Bear, Polar Bear (Eric Carle) Poles Apart' (Jeanne Willis and Jarvis) Lost and Found (Oliver Jeffers) Martha Maps it Out (Leigh Hodgkinson)</p> <p>How to Catch a Dragon (Adam Wallace) How to Catch a Dragon (Adam Wallace)</p>	<p>To ask questions to find out more and check I understand what has been said to me.</p> <p>To listen to and talk about non-fiction to develop new knowledge and vocabulary.</p> <p>To respond appropriately to others during role-play.</p>	<p>To identify ways in which I can keep myself safe and healthy (road safety).</p> <p>To understand why we have rules.</p> <p>To explore why persistence and perseverance are important.</p> <p>To learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Gross Motor Skills (PE: Balls) To move around in different ways (skip/hop/jump), negotiating space and change of direction.</p> <p>To explore different ways to shoot/aim towards a target.</p> <p>To throw and catch to self and partner (hand-eye co-ordination)</p> <p>To introduce basic rules for ball games.</p> <p>Fine Motor Skills: To form letters that are consistent in size.</p> <p>To use scissors to cut zigzag lines and around simple shapes</p>	<p>Phonics (Units 8-11) Segmenting, blending and phoneme manipulation.</p> <p>Reading To help Sequencing Suki talk about the beginning, middle and end of a story.</p> <p>To read a few common exception words.</p> <p>Writing To write lists and short captions or phrases applying my phonic knowledge.</p> <p>To leave a space between words.</p>	<p>To find out about zero.</p> <p>To explore numbers to 8 (subitise, match, count, order, compare, composition)</p> <p>To make pairs.</p> <p>To combine two groups.</p> <p>To compare mass and capacity, using mathematical vocabulary.</p> <p>To compare and measure length and height, using mathematical vocabulary.</p> <p>To order and sequence important times of the day.</p>	<p>To recognise similarities and differences between life in Ashby and life in other countries.</p> <p>To learn about different cultures in other places in the world.</p> <p>The notice the seasonal changes around me.</p> <p>To know some important scientific processes e.g. changing state of matter (ice)</p> <p>To identify and talk about how the weather has changed with the seasons.</p> <p>To know about the signs of winter and the associated weather.</p>	<p>To listen attentively, move to and talk about music.</p> <p>To talk about how music has made me feel.</p> <p>To keep to a steady beat with movement or instruments.</p> <p>To draw with increasing detail. To draw outlines and fill with a different colour.</p> <p>To explore colour mixing and tones.</p> <p>To use bricks and blocks of differing sizes to create models</p>
<p>Spring 2 – I Wonder How I Can Look After the World?</p> <p>Dear Zoo (Rod Campbell) What the Ladybird Heard (Julia Donaldson) Farmer Duck (Martin Waddell) The Tiny Seed (Eric Carle) Oliver's Vegetables (Vivian French) Dear Earth (Isabel Otter)</p> <p>We're Going on an Egg Hunt (Martha Mumford)</p>	<p>To connect ideas in speech.</p> <p>To use language direct from stories in my role play.</p> <p>To use new vocabulary in different contexts.</p>	<p>To identify ways in which I can keep myself safe and healthy (physical activity).</p> <p>To learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p> <p>To think about the perspectives of others.</p>	<p>Gross Motor Skills: (PE: Tennis) To balance an object on a racket</p> <p>To pass a ball to a partner with increasing hand-eye co-ordination</p> <p>To move and push the ball showing increasing hand-eye co-ordination</p> <p>Fine Motor Control: To make sure my letters are orientated correctly on the line.</p> <p>To use scissors to cut zigzag lines and around simple shapes</p>	<p>Phonics (Units 8-11) Segmenting, blending and phoneme manipulation.</p> <p>Reading To help Victor Vocab identify how authors have chosen to use certain words and phrases.</p> <p>To read simple sentences and phrases including words with digraphs.</p> <p>Writing To write instructions using simple phrases, spelling some common exception words correctly.</p> <p>To re-read what I have written.</p>	<p>To explore numbers to 10. (subitise, match, count, order, compare, composition)</p> <p>To recall number bonds of 10.</p> <p>To begin to recognise and name 3d shapes.</p> <p>To copy and create more complex repeating patterns.</p>	<p>To draw information from a simple map.</p> <p>To know some of the features of my own immediate environment and how they might vary from one another (e.g. farm/zoo)</p> <p>To talk about how I can care for animals and our environment.</p> <p>To know about the life cycle of a plant and how to care for them.</p> <p>To know about the signs of spring and the associated weather.</p> <p>To know about influential figures and how they have had a positive effect on our natural world.</p>	<p>To watch and talk about dance and performing art, expressing my feelings and responses.</p> <p>To use drawing to represent ideas like movement.</p> <p>To add detail to models</p> <p>To combine different media and materials to create a new effect</p> <p>To follow a rhythm using movements or instruments</p>

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<p>Summer 1 – I Wonder What Moves?</p> <p>The Naughty Bus (Jan Oke) The Train Ride (by June Crebbin) Mr Gumpy's Motor Car (John Burningham) The Journey Home from Grandpa's (Jemima Lumley) A Ticket Around The World (Natalia Diaz)</p>	<p>To describe events in detail, organising and sequencing my thinking.</p> <p>To hold back and forth conversations in a range of contexts e.g. role-play, small group etc.</p> <p>To continue to use new vocabulary in a range of contexts.</p>	<p>To show resilience and perseverance.</p> <p>To be able to wait for what I want, controlling my immediate impulses.</p> <p>To explore how we all have different beliefs and celebrations</p> <p>To begin to know what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Gross Motor Skills: (PE: Multi-Skills) To experiment with different ways of moving (agility) and balancing</p> <p>To explore moving a ball with different body parts</p> <p>To work as part of a team (turn taking)</p> <p>Fine Motor Skills Handwriting – introduce pre-cursive</p> <p>To use scissors to cut out more intricate shapes and pictures.</p>	<p>Phonics (Bridging to extended code) Segmenting, blending and phoneme manipulation</p> <p>Reading Focus on Rex Retriever</p> <p>To read simple sentences including common exception words</p> <p>Writing Begin to write simple sentences, sometimes using capital letters and full stops.</p>	<p>To identify and build numbers to 20.</p> <p>To notice the pattern of numbers beyond 10.</p> <p>To investigate different organisations and rotations of shapes.</p> <p>To use mathematical stories to support addition and subtraction skills.</p> <p>To associate subtraction with 'taking away'.</p>	<p>To explore natural processes e.g. - identify objects that float and sink, find objects that are magnetic. - To talk about forces I can feel (push, pull)</p> <p>To compare characters from stories, including figures from the past.</p> <p>To explore life in the past (e.g. transport).</p>	<p>To recognise a change in tempo.</p> <p>To match my movements to musical stimuli.</p> <p>To create and construct collaboratively. To add moving parts to a model.</p> <p>To choose colours to represent feelings.</p>
<p>Summer 2 – I Wonder Who Lives in my Garden?</p> <p>Bug Hotel (Libby Waldon) The Very Hungry Caterpillar (Eric Carle) Superworm (Julia Donaldson) Mad about Minibeasts (Giles Andreae and David Wojtowcz) Ladybird (non-fiction)</p>	<p>To give a clear response to others, justifying answers where appropriate.</p> <p>To continue to use new vocabulary in a range of contexts.</p>	<p>To set a goal for themselves.</p> <p>To be sensitive to other's needs and feelings.</p> <p>To learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>	<p>Gross Motor Skills: (PE: Athletics) To march and run with co-ordination</p> <p>To experiment with different ways of throwing (under/over arm)</p> <p>To experiment with different ways of jumping</p> <p>To leap over cones/spots.</p> <p>Fine Motor Skills Handwriting – develop pre-cursive</p> <p>To use scissors to cut out more intricate shapes and pictures.</p>	<p>Phonics (Bridging to extended code)</p> <p>Reading Focus on Inference Iggy</p> <p>Show an understanding of what they have read independently.</p> <p>Writing Write simple sentences sometimes using capital letters and full stops.</p> <p>My writing can be read by others.</p>	<p>To know that double means 'twice as many'.</p> <p>To begin to share and group objects.</p> <p>To begin to understand odd and even.</p> <p>To use positional language to describe an objects position in relation to something else.</p> <p>To use my mathematical skills to solve a range of problems.</p>	<p>To name some features of our environment that are natural and man-made.</p> <p>To know about the signs of summer and the associated weather.</p> <p>To make observations of living creatures e.g. insects and minibeasts</p> <p>To explain some concepts of growth and life cycles e.g. butterflies</p>	<p>To safely use and explore a variety of materials, tools and techniques, choosing the most appropriate resources for the task.</p> <p>To mould and manipulate different materials to create a desired effect</p> <p>To safely use and a variety of materials (e.g. needles and thread)</p> <p>To select the tools and techniques I need to assemble and join materials, changing or adapting ideas to serve a purpose.</p> <p>To represent my own ideas through art, music, dance, role-play and stories.</p>