



Ashby Hastings Primary School

EYFS Overview 2023/2024

Key Texts	Communication and Language (Listening, Attention and Understanding, Speaking)	Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Physical Development (Gross Motor Skills, Fine Motor Skills)	Literacy (Comprehension, Word Reading, Writing)	Mathematics (Number, Numerical Patterns)	Understanding the World (Past and Present, People, Culture and Communities, The Natural World)	Expressive Arts and Design (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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Summer 1 – I Wonder What Moves? 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>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>
Summer 2 – I Wonder Who Lives in my Garden? 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>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>