

# Yearly Overview – EYFS



|                                                                                                                                   | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                              | Spring 1                                                                                     | Spring 2                                                                                            | Summer 1                                                                                                                   | Summer 2                                                                                  |
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| <b>Characteristics of effective learning</b>                                                                                      | <p>At Orchard Community Primary School, the characteristics of effective learning are used as a basis for all of our planning.</p> <ul style="list-style-type: none"> <li>• <b>Playing and Exploring</b> - children investigate and experience things, and 'have a go'</li> <li>• <b>Active Learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</li> <li>• <b>Creating and Thinking Critically</b> - children have and develop their own ideas; make links between ideas, and develop strategies for doing things.</li> </ul>                                                                                                                                                                                                                                                                           |                                                                                                       |                                                                                              |                                                                                                     |                                                                                                                            |                                                                                           |
| <b>General themes</b><br><br><b>NB: These themes may change or be adapted at various points to allow for children's interests</b> | <b>Welcome to Orchard</b><br><br>Weather, seasons, the apple orchard, harvest,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Dark Nights, Bright Lights</b><br><br>Hallowe'en, Bonfire Night, Remembrance, Diwali, Christmas    | <b>999 Emergency!</b><br><br>Police, Fire Brigade, Ambulance service, Lifeboats, Oral health | <b>If You go Down to the Woods Today</b><br><br>Bears around the world, teddies now and in the past | <b>In the Garden</b><br><br>Planting seeds, caring for plants, conditions for growing, mini-beasts, habitats, pond-dipping |                                                                                           |
| <b>Assessment Opportunities</b>                                                                                                   | In house baseline data on entry<br><br>National baseline data<br><br>EYFS Team Moderation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Ongoing assessment<br><br>Language Screen testing<br><br>EYFS Team Moderation<br><br>End of Term Data | Ongoing assessment<br><br>EYFS Team Moderation                                               | Ongoing assessment<br><br>EYFS Team Moderation<br><br>End of Term Data                              | Ongoing assessment<br><br>EYFS Team Moderation<br><br>Language Screen testing                                              | Ongoing assessment<br><br>EYFS Team Moderation<br><br>Report Data<br><br>End of Term Data |
| <b>Communication and Language (PRIME AREA)</b>                                                                                    | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and re-casting what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through</p> |                                                                                                       |                                                                                              |                                                                                                     |                                                                                                                            |                                                                                           |

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|                                                                                                                                                                                                  | <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                              |
| <b>Whole EYFS focus- C &amp; L will be developed through high quality interactions, daily group and class discussions, singing, NELI interventions and story times using high quality texts.</b> | Develop the use of language through role-play (home corner)<br>Learn rhymes, poems and songs.<br>Develop conversational skills – eye contact, listening, responding, taking turns in the conversation<br>Share information about themselves<br>Respond to questions asked by others<br>Listen to stories<br>Hold a back and forth conversation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Develop vocabulary and begin to use vocabulary modelled by adults and from books<br>NELI Intervention Screening<br>Learn rhymes, poems and songs.<br>Retell stories<br>Listen and respond to stories<br>Make up new stories (innovation) in a group<br>Follow instructions<br>Take part in discussions<br>Begin to use more complex sentences when responding to people<br>Develop the use of language through role-play | Ask how and why questions<br>Retell a story using story language<br>Remember key points from a story<br>Make up new stories (innovation) in a group<br>Learn rhymes, poems and songs.<br>Characters and settings in stories – use adjectives to describe them<br>Re-tell and act out stories<br>Develop the use of language through role play<br>Ask questions to clarify understanding<br>Begin to work with a talk partner consistently | Learn rhymes, poems and songs<br>Make up new stories (innovation) in a group<br>Articulate their ideas and thoughts into well-formed sentences<br>Ask questions to find out more | Offer explanations for why things might happen<br>Express own ideas and feeling using full sentences<br>Learn rhymes, poems and songs<br>Make up new stories (innovation) on their own<br>Describe an event in some detail | Recall and describe events in detail using full sentences and correct tenses<br>Talk about changes and how we may feel.<br>Take part confidently in whole class discussions<br>Make up new stories (innovation) on their own |
| <b>Personal, Social and Emotional Development (PRIME AREA)</b>                                                                                                                                   | Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> . |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                              |
|                                                                                                                                                                                                  | Settle into school routines<br>Part from parents<br>Create class rules together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Say no to bullying<br>Family celebrations and traditions<br>Respect for other cultures and beliefs                                                                                                                                                                                                                                                                                                                       | Set and work towards simple goals<br>Begin to show more independence during activities                                                                                                                                                                                                                                                                                                                                                    | Begin to show resilience in the face of challenge<br>Know some ways to stay healthy                                                                                              | Being gentle with all living things<br>Taking care of animals and plants                                                                                                                                                   | Prepare for Year 1<br>Reflect on their progress and make new goals<br>Understand and manage feelings around change<br>Sun safety                                                                                             |

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|                                                           | Form new friendships<br>Self-care – hygiene, toileting, dressing<br>Take turns with others<br>Table manners<br>Use cutlery correctly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Keeping safe (e-safety)<br>Follow multiple set of instructions<br><br>Understand feelings of others and know how to express their own feelings                                                                                                                                                                                                                                  | Oral hygiene<br>Road Safety<br>Fire Safety<br>Water safety<br><br>Show sensitivity towards others needs                                                                                                                                                                                                                                                   | (exercise, sleep, washing)<br><br>Regulate their own behaviour the majority of the time<br><br>Plan what to do                                                                                                       | Understanding the need for eating a range of healthy food                                                                                                                                                                                                                       | Persist at challenging activity<br><br>Give focussed attention to adults and follow instructions with several ideas or actions                                                                                                                                                                                                            |
| <b>Physical Development<br/>(PRIME AREA)</b>              | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> . |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |
| <b>Fine Motor Skills</b><br><br><b>Gross Motor Skills</b> | 3 x Dough Disco<br>2 x Squiggle whilst you Wiggle<br><br>Threading, cutting, playdough manipulation and other fine motor activities.<br>Draw lines and large circles using gross motor movements.<br>Begin to hold pencil and paint brush beyond whole hand grasp.<br>Hold a pencil and begin to mark make<br>Apply pressure on a whiteboard using a whiteboard pen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1x Dough Disco<br>3 x Squiggle whilst you Wiggle<br><br>Threading, cutting, playdough manipulation and other fine motor activities.<br>Develop muscle tone to assist in writing<br>Use tools to change materials.<br>Cut a straight line with scissors<br>Show a preference for a dominant hand.<br>Begin to form letters correctly.<br>Take large items of clothes on and off. | 1x Dough Disco<br>3 x Squiggle me into a Writer<br><br>Threading, cutting, playdough manipulation and other fine motor activities.<br>Begin to form recognisable letters consistently.<br>Cut out a straight edged shape with scissors<br>Handle tools, objects, construction and malleable materials with increasing control<br>Manage buttons and zips. | 1x Dough Disco<br>3 x Squiggle me into a Writer<br><br>Threading, cutting, playdough manipulation and other fine motor activities.<br>Hold a pencil effectively.<br>Form recognisable letters consistently.<br><br>- | 3 x Squiggle me into a Writer<br><br>Threading, cutting, playdough manipulation and other fine motor activities.<br>Form recognisable letters consistently.<br>Begin to cut curved lines with accuracy.<br>Begin to colour inside lines.<br>Become more confident when drawing. | 3 x Squiggle me into a Writer<br><br>Threading, cutting, playdough manipulation and other fine motor activities.<br>Form recognisable letters consistently.<br>Cut out a more complex shape with scissors.<br>Begin to draw diagonal lines to create shapes.<br>Colour inside the lines.<br>Draw pictures that are recognisable.<br><br>- |

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|                                                   | Take shoes on and off.<br>Link movements to music and sound                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Link movements to music and sound                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Literacy<br/>(Specific Area)</b>               | <p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Word Reading<br/>Comprehension<br/>Writing</b> | <p>Jolly Phonics Set 1-3<br/>Segmenting, blending and phoneme manipulation</p> <p>Form sounds<br/>Listen to stories and join in with repeated phrases and recognise rhyme</p> <p>Choose fiction / non-fiction books to take home to share with adults at home<br/>First blending strip from school given<br/>Features of a text – author, illustrator, title</p> <p>Hold writing tools</p> <p>Mark making and giving meaning to marks<br/>Begin to write name</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Jolly Phonics Set 4-6<br/>Segmenting, blending and phoneme manipulation</p> <p>Talk about events and characters in a story<br/>Fill in missing words from familiar stories/ rhymes.</p> <p>First reading book from school given to take home.</p> <p>Form some graphemes correctly</p> <p>Write name and letters taught so far</p> <p>Write CVC words and write labels</p> <p>Make lists that can be read by themselves</p> | <p>Jolly Phonics Set 7<br/>Segmenting, blending and phoneme manipulation</p> <p>Learn the names of the letters of the alphabet</p> <p>Show interest and answer simple questions about the text.</p> <p>Use words they know to check their reading makes sense</p> <p>Write a simple sentence about a picture or their own work.</p> <p>Write some common exception words</p> | <p>Jolly Phonics Adjacent consonants</p> <p>Shared reading/ whole class reading</p> <p>Demonstrate understanding when talking about what they have read.</p> <p>Hold a sentence and repeat it</p> <p>Write short sentences to match a story map.</p> <p>Finger spaces using glass beads</p> | <p>Jolly Phonics Adjacent consonants<br/>Alternative Spellings</p> <p>Use what they already know to help with reading new words.</p> <p>Read books with growing confidence and accuracy.</p> <p>Explore punctuation – full stops and question marks</p> <p>Write for a purpose</p> <p>Form lower case and begin to form capital letters correctly</p> | <p>Jolly Phonics Adjacent consonants<br/>Alternative Spellings</p> <p>Demonstrate understanding by retelling a narrative in my own words using introduced vocabulary.</p> <p>Write using Phase 2 and 3 common exception words spelt correctly.</p> <p>Begin to use punctuation correctly and finger spaces.</p> <p>Write several sentences independently.</p> |

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| <b>Maths</b><br><br><b>(Specific Area)</b>                                                            | Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , ' <b>have a go</b> ', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes. |                                                                                                                                                                                               |                                                                                                                                                                                            |                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                                    |
| <b>Number</b><br><br><b>Numerical Patterns</b><br><br><b>(Link to White Rose Planning)</b>            | Match and Sort<br><br>Compare amounts<br><br>Compare size, mass and capacity<br><br>ABAB patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Representing and comparing numbers 1-3<br><br>One more, one less<br><br>Circles and Triangles<br><br>Positional Language<br><br>Shapes with 4 sides<br><br>Night and Day<br>Sequencing events | Introducing zero<br><br>Representing and comparing numbers 1-8<br><br>Making pairs<br><br>Compare mass and capacity<br><br>Length and height<br><br>Days of the week<br><br>Measuring time | Representing and comparing numbers 9 and 10<br><br>Bonds for 10<br><br>3D shapes<br><br>More complex patterns<br><br>Building numbers and counting patterns beyond 10<br><br>2D Shapes<br><br>Spatial reasoning | Adding more<br><br>Taking away<br><br>Spatial reasoning: Compose and decompose<br><br>Doubling                                  | Sharing and Grouping<br><br>Odd and Even<br><br>Spatial reasoning: Visualise and build Mapping<br><br>Problem solving: Patterns and Relationships                                  |
| <b>Understanding The World</b>                                                                        | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                               |                                                                                                                                                                                            |                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                                    |
| <b>Past and Present</b><br><br><b>People, Culture and Communities</b><br><br><b>The Natural World</b> | Harvest<br><br>Finding our way around school<br><br>Notice changes in the weather and the effect of changing seasons (nuts, seeds fruit and berries,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Hallowe'en<br>Diwali<br>Bonfire Night<br>Remembrance<br>Christmas<br><br>A new baby – talk about families and how they themselves have changed and grown                                      | Chinese New Year<br><br>Learn about the roles of people in the community – fire fighters, police, NHS staff<br><br>Recognise that people have different beliefs and                        | Mothers Day<br>Easter<br><br>Toys from long ago – how were they different and similar?<br><br>Learn about different places, landscapes and                                                                      | Explore the natural world around them<br>Grow plants and care for them.<br>Name plants in their environment<br>Parts of a plant | Using simple maps of the school grounds<br><br>Show respect and care for living creatures.<br>Name creatures in their local environment<br>Animal body parts<br>Simple life cycles |

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|                                                                               | changes in leaves, wind and rain.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Re-call events from the past<br><br>Recognise that people have different beliefs and celebrate special times in different ways                                                                                                                                                  | celebrate special times in different ways                                                                                                                                                                                                   | weather conditions in other parts of the world.<br>Recognise that other places are different from where they live.<br><br>Notice changes in the weather and the effect of changing seasons (colder weather, snow and ice, bare trees, fog/mist) |                                                                                                                                                                                                                                                                                                         | Notice changes in the weather and the effect of changing seasons (shadows, hotter, sunnier weather, leaves on trees and flowers)                                                                                                                                                              |
| <b>Expressive Arts and Designs</b>                                            | <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                               |
| <b>Creating with Materials</b><br><br><b>Being Imaginative and Expressive</b> | Role Play: Domestic<br><br>Sing songs and rhymes with others and join in with actions<br><br>Mix single colour powder paint                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Role Play: Domestic + baby<br><br>Sing in a group, increasingly matching pitch and following a melody.<br><br>Perform songs to others (Christmas)<br><br>Listen and respond to music through movement, dance and art<br><br>Replicate choreographed dances: Firework dance (PE) | Role Play: Domestic + baby<br>Emergency services<br><br>Listen attentively and talk about music makes them feel<br><br>Keep to a steady beat with movement or instruments.<br><br>To draw with increasing detail using colour appropriately | Role Play: Domestic + baby<br><br>Follow/copy a simple rhythm using movements or instruments<br><br>Replicate choreographed dances: British Folk Dances (PE)                                                                                    | Role Play Domestic – Jack's cottage<br><br>Recognise a change in tempo or dynamics<br><br>Match movements to musical stimuli confidently.<br><br>Build for a purpose using a variety of construction materials<br><br>Watch and talk about dance and performing art, expressing feelings and responses. | Role Play Minibeast Lab<br>Co-operative narrative with others<br><br>Sing a wide range of songs and nursery rhymes, solo or in a group<br><br>Engage in music making and dance, sometimes making up movements, rhythms and tunes<br><br>Replicate choreographed dances: Minibeasts dance (PE) |

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|  |  | <p>Diwali Dance (PE)</p> <p>Mix powder paint to create new colours</p> |  |  | <p>Construct individually and collaboratively and with a purpose.</p> <p>Observational drawing (plants)</p> | <p>Build for a purpose and adapt work where necessary</p> <p>Select and use safely tools and techniques to assemble and join materials.</p> |
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