



## EYFS Yearly Overview 2022-23



	Autumn 1 6 weeks	Autumn 2 7 weeks 3 days	Spring 1 5 weeks 3 days	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks 2 days
Theme	Marvellous Me	Celebrations- Autumn, Diwali, Birthdays and Christmas	The world around us including Chinese New Year	Into the woods- Traditional tales	People who help us	Down on the farm
Enquiry Based Questions	Who is in my family? How am I the same and how am I unique? Who are my new friends? Who are my teachers?	Why do we celebrate bonfire night? Why do we have remembrance day? How do we celebrate birthdays? What does a postal officer do? How do we celebrate Christmas?	How do people celebrate Chinese New Year? Which animals live in hot places? How do animals keep cool in hot places? Which animals live in cold places? How do animals keep warm in cold places?	Is Goldilocks a bad character? What would you build your house out of?	Who helps us at school? Why should we brush our teeth? Who keeps us safe in a fire? What do the police do?	What do plants need? Where does our food come from? What happens on a farm? How has farming changed over the years? Which animals live on a farm?
Key Dates	Yom Kippur Harvest Festival Black History	Diwali Bonfire Night Nursery Rhyme Week 14-18 Nov Remembrance Day St Andrew's day Hanukkah	Chinese New Year	Shrove Tuesday Easter St Patrick's day St David's day Mother's day Passover	Eid	Father's day Queen's birthday

Key Texts	The colour monster The colour monster goes to school All are welcome Elmer The Little Red Hen (Harvest) Handa's Surprise (Black History)	Lighting a lamp Rama and Sita Kipper's Birthday The Jolly Christmas Postman Each Peach Pear Plum Pumpkin soup	Handa's Surprise Handa's Hen Lost and Found The Emperor's Egg Anya goes to...India/Jamaica/Nigeria	The Jolly Postman Goldilocks Hansel and Gretel Red Riding Hood 3 little Pigs Jack and the beanstalk	Superworm Supertato I don't want to go to hospital Alan's big scary teeth Rosie's hat What the ladybird heard Mog and the V.E.T	Farmer Duck Jasper's Beanstalk Oliver's Vegetables Jack and the Beanstalk
Mathematics	<p><b>Getting to know you Including baseline</b></p> <p><b>Phase 1: Just like me! Number</b> <u>Match and sort</u> - Match objects, which are the same. Sort objects into sets based on attributes such as colour, size or shape. <u>Compare amounts</u> - more, fewer, same <b>Measure, shape and Spatial Thinking</b> <u>Compare size, mass &amp; capacity</u> - Objects can be compared and ordered according to their size. <u>Exploring pattern</u>- copy, continue and create own simple repeating patterns</p>	<p><b>Phase 2: It's me 1, 2, 3!</b> <b>Number</b> Representing 1,2,&amp; 3 Comparing 1,2,&amp; 3 Composition of 1,2,&amp; 3 <b>Measure, shape and Spatial Thinking</b> Circles and triangles Positional language <b>Phase 3: Light and dark</b> <b>Number</b> Representing numbers to 5 One more and less <b>Measure, shape and Spatial Thinking</b> Shapes with 4 sides Time</p>	<p><b>Phase 4: Alive in 5! Number</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5. <b>Measure, shape and Spatial Thinking</b> Compare Mass Compare Capacity <b>Phase 5: Growing 6, 7, 8</b> <b>Number</b> 6.7 and 8 Making pairs <b>Measure, shape and Spatial Thinking</b> Length and Height Time</p>	<p><b>Phase 6: Building 9 and 10</b> <b>Number</b> 9 and 10 Comparing numbers to 10 Bonds to 10 <b>Measure, shape and Spatial Thinking</b> 3D Shape Pattern  Consolidation</p>	<p><b>Phase 7: To 20 and beyond</b> <b>Number</b> Building numbers beyond 10 Counting patterns beyond 10 <b>Measure, shape and Spatial Thinking</b> Spatial reasoning 1 Match, Rotate, Manipulate  <b>Phase 8: First, then, now</b> <b>Number</b> Adding More Taking Away <b>Measure, shape and Spatial Thinking</b> Spatial reasoning 2 Compose and Decompose</p>	<p><b>Phase 9: Find my pattern</b> <b>Number</b> Doubling, Sharing and Grouping Odds and Even <b>Measure, shape and Spatial Thinking</b> Spatial reasoning 3 Visualise and Build  <b>Phase 10: On the move</b> <b>Number</b> Deepening Understanding Patterns and Relationship <b>Measure, shape and Spatial Thinking</b> Spatial reasoning 3 Mapping</p>
RE	R.E. Special People	R.E. Christmas What is Christmas?	R.E. Celebrations	R.E. Easter What is Easter?	R.E. Story Time	R.E. Special Places

	<p>What makes people special? (Christianity and Judaism) Who is special to them at home? What do you do with these special people? Special people at school. What makes us special? Who could be your role model? Jesus- What did he do that people though was special? Moses receiving the 10 Commandments and following rules.</p>	<p>(Christianity) Why do we give presents? Saying Thank you. The Christmas Story. Who celebrates Christmas? How do you celebrate Christmas?</p>	<p>How do people celebrate? (Islam and Judaism) What are New Year resolutions? This year's achievements. Chinese New Year. How is it celebrated? Chinese New Year story. Persian New Year - Nowruz Holi - Hindu Festival of Colour</p>	<p>(Christianity) Signs of Spring What happens at Easter? Symbols of Easter The Easter Story</p>	<p>What can we learn from stories? (Buddhism, Christianity, Islam, Hinduism, Sikhism) The Boy who cried wolf Telling the truth. Why it is best to be honest. The crocodile and the Priest Being equal Bilal and the beautiful Butterfly Being special and beautiful like the butterfly. The Gold Giving Serpent. Being greedy Best Friends. Being a good friend. The Lost Sheep Being lost and how would it feel.</p>	<p>What makes places special? (Christianity, Islam, Judaism) Homes Around the world. What makes a house special? What makes a place special? What is a church for? Have you ever been to a church? What is a mosque? Who uses a Mosque? The synagogue. Different routines in a Synagogue.</p>
PSHE	<p>JIGSAW - Being Me in My World Talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising</p>	<p>JIGSAW - Celebrating Difference Identify what I am good at and understanding that everyone is different,</p>	<p>JIGSAW - Dreams and Goals Talk about challenges and facing up to them. Not giving up and trying until they have achieved their goal. Think about</p>	<p>JIGSAW - Healthy Me Learn about their bodies; the names of some key parts as well as how to stay healthy. Talk about food and that some</p>	<p>JIGSAW - Relationships Introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.</p>	<p>JIGSAW - Changing Me Learn about how they have changed from being a baby and what may change for them in the future. They consolidate the names</p>

	<p>and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>	<p>being different makes us all special, we are all different but the same in some ways, how to be a kind friend, stand up for myself when someone is unkind. Discussion on sharing, receiving and giving presents. Comparing family traditions around the holiday season.</p>	<p>jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. Talk about achieving goals and the feelings linked to this.</p>	<p>foods are healthier than others. Discuss the importance of sleep and what they can do to help themselves get to sleep. Talk about hand washing and why it is important. Discuss stranger danger and what they should do if approached by someone they don't know.</p>	<p>They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p>and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p>Talk about new class and moving to year 1</p>
<p>Understanding the World</p>	<p>I can name some members of my family. I can talk about myself and some of the ways I have changed. I can talk about changes that have happened to me throughout my life.</p>	<p>I can talk about my family and people in the community and their roles. I can talk about what I can see in pictures of the past.</p>	<p>I can talk about what I have heard and seen in stories and picture books and how this is different/the same.</p>	<p>I can talk about what I have heard and seen in stories and picture books and how this is different/the same. I can talk about the past e.g. no television, different toys, clothes using both photos and physical artefacts.</p>	<p>I can talk about the roles of people in society. I can talk about the lives of people I am familiar with.</p>	<p>I can give similarities and differences between the past and now. I can talk about the past using books and stories, talking about characters, settings and events.</p>

	<p>I am becoming more aware of the past linked to myself and my family and how it has changed.</p>					
	<p>I can explore the world around me with all my senses. I can be accepting and positive about people's differences.</p>	<p>I know there are different countries in the world. I can make detailed observations of the world around me thinking about my senses- feel, hear, see and smell. I am starting to explore the natural world. I can talk about how people celebrate. I can start to use stories and pictures to talk about differences in life in other countries.</p>	<p>I can talk about some special places for people in our and other communities. I can start to talk about differences in lives in other countries.</p>	<p>I can explore and talk about the natural world using what I know from stories/non-fiction. I can draw information from a simple map.</p>	<p>I can talk about religion and culture within my country. I can talk about what is the same and different in life in this country and other countries.</p>	<p>I can describe the school environment using what I know from observations, discussions, stories, non-fiction, maps.</p>
	<p>I can talk about what I can see</p>	<p>I can change materials e.g. adding water to</p>	<p>I can describe my own environment and local area.</p>	<p>I can describe animals and plants both from photos</p>		<p>I can explore the natural world.</p>

	<p>outside using a wide vocabulary.  I can describe what I can see, hear and feel outside.  I can talk about what area I live in, including the weather.</p>	<p>cornflour, mixing paint.  I can talk about forces I feel e.g. pushes, pulls.  I can talk about different materials.</p>	<p>I can describe another environment e.g. Antarctic.  I can talk about the weather linked to seasonal change,  I can talk about changes e.g. freezing, melting.</p>	<p>and feel like experiences.</p>		<p>I can make observations of animals and plants and use these observations to draw pictures.  I can contrast the natural world around me with different environments.  I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p>
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