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| **EYFS Overview 2023-24 Year A** |
| Where possible the children follows the children’s interests and this is reflected through the weekly planning |
| **EYFS**  | **Autumn** | **Spring** | **Summer** |
|  | Its Good To Be Me | A Starry Night  | Passport to Bridgemere | Walking With Dinosaurs | Are We Nearly There Yet? | Farm to Fork |
| **WOW Moments/ Celebrations/ Events**  | Stay and PlayNew to Reception Parents Meeting  | Bonfire nightDiwaliRemembrance DayTrip to collect the Christmas tree from Bridgemere Nativity  | A walk around the local environment- Doddington EstateWorld Book Day  |  | Visit Milldale  | Visit a Local FarmTransition VisitsSports Day  |
| **Personal, Social and Emotional** | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults ensure children feel safe and secure, This enables children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life. |
| TransitionSettling into School LifeClassroom routines/ rules Support children in making friends. Adult support to use the area/ resources appropriately. Feelings – looking at facial expression Oral hygiene: teeth cleaning. HandwashingFamily and Friendships- Christopher WintersCaring Friendships You Choose Red Rockets and Rainbow Jelly | Forest Schools:Learning independence and teamworkHow to be a good friend. What I am good at: SuperpowersImportance of exercise Healthy eating Importance of exercise Wellbeing strategies looking after my mindFamily and FriendshipsBeing KindHello HelloThe Family Book | IndependenceSelf challengeLooking after plants, animals and minibeastsChanges/ Transition to year 1Visit and develop relationships with Y1 staff. Discuss how they could help next year’s Reception class.Reflect on their time in reception.Family and FriendshipsFamilies Mommy Mama and MeBlue Chameleon  |
| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development and is fundamental to our EYFS curriculum at Belle Vale. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. |
| Rhyme of the WeekCircle TimeWord Aware-Curiosity Cat1:1 SLT | Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Model and talk routines through the day | Tell me a story - retelling stories with props/ small world Story language/ new vocabulary Listening and responding to stories Following instructions Takes part in discussion | Retell a story with story language Remember key points from a story Story invention – talk it! Describe eventsAct out stories in the small world area  | Listen to and engage in and talk about selected non-fiction Articulate ideas and thoughts into well-formed sentencesAsk how and why questions…  | Learn and recite, poems and songs Listen to, engage in and talk about nonfiction Story language/ new vocabularyDescribe events in some detail | Talk about similarities and differences between things in the past and now (seaside’s) Story language/ new vocabulary Talk about the experiences had at different points in the school year |
| **Physical Development** | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence. |
| Daily opportunities for Fine Motor Activities to develop muscle tone to put pencil pressure on paper / Dough Disco | Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp pencil Grip Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Use tools to effect changes to materials Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with scissors | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable |
| Twice weekly PE lessonsDaily Active 15 Daily Outdoor Opportunities to use gross motor skills | Fundamentals – object control focus (Throwing and Catching)Fundamentals – locomotion focus (Moving our Bodies)Fundamentals – object control focus (Handling equipment)Gymnastics | Gymnastics DanceFundamentals – object control focusFundamentals – (Athletics focus)Forest Schools | Fundamentals – playing against an opponentFundamentals – Ball skills (kicking, bouncing etc)Fundamentals – object control focus (Handling equipmentAthletics |
| **Literacy**  | It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |
| Comprehension - Developing a passion for reading Children will visit the school library weeklyWord Reading Children will be working in different groups for Read Write Inc. | **Elmer** Recognising and writing own nameAll About Me FactbookIndividual readers how to hold a book, turning pages from left to right, handling books with respect and telling stories through pictures | **Star in A Jar**Talk about events and characters in a storyWriting labels and captionsWriting instructions on how to catch a star  Christmas cards/letters to Father Christmas. | **The River**Join in with rhymes and stories. Fill in missing words from well-known rhymesOrdering stories/ Story mapping StoryboardsWrite a version of a classic story Sequencing pictures from familiar storiesShow interest and answer simple questions about the text | **Saving Mr Hoot**LabellingSentences structure Demonstrate understanding when talking about book read. | **Paper Planes**Lists Writing simple sentences independently.Make a class nonfiction book linked to animals/ habitatsNon-fiction: look at features e.g. contents/ index/ glossary page linked to topic.  | **There’s a Tiger in the Garden**Write independent sentences/ captions/ own stories.Writing captions, labels and making own information books.Show understanding of what has been read to me by answering questions.Use non-fiction books to find answers to our questions  |
| **Read Write Inc**Daily sessions 1:1Pinny Time | RWI: Differentiated groups Recognition/ formation and blending to read. Set 1 sounds Use of decodable flashcards/ games played dailyDaily reading: Sound blending books. Ditties/ Red books | RWI: Differentiated groups Recognition/ formation and blending to read. Set 1/ set 2 sounds. Use of decodable flashcards/ games played daily. Daily reading: Sound blending books. Ditties/ Red books Green books | RWI: Differentiated groups Recognition/ formation and blending to read. Set 2/ Set 3 sounds. Use of decodable flashcards/ games played daily. Daily reading: Red books Green books Purple books Pink books |
| **Mathematics**  | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. |
| Daily counting practice/ number rhymesMaths opportunities within daily routine and provision | Matching and sortingMaking comparisonsMaking simple patterns | Representing 123Comparing 123Composition of 123Circles and trianglesSpatial awareness4 and 5One more one lessShapes with 4 sidesTime | Introducing 0Comparing numbers to 5Composition of 4 and 5Comparing mass, capacity6,7 and 8Making pairsCombining 2 groupsLength and heightTime | 9 and 10Comparing numbers to 10Bonds to 103D shapePattern | Building numbers beyond 10Counting patterns beyond 10Spatial reasoningAdding moreTaking away | DoublingSharing and groupingEven and oddSpatial reasoningDeepening understandingPatterns and relationships |
| **Understanding the world** | Understanding the world involves guiding children to make sense of their physical world and their community. 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. |
|  | Sense of SelfFamiliesHistoryFamily Trees All about me- Past and present- how have I changed from a baby? My 5 sensesMy BodyMy family | Special DaysDiscuss how their family celebrates different events.Science MaterialsSeasonal changes Observe weather changesChanging state- freezing/melting | Forest Schools-Learning outdoorsGeographyMap workFollowing a routeResearching local attractionsComparing Bridgemere to other environmentsRespecting the environmentHistory of Bridgemere | Researching dinosaurs- what Were they like?Where did they live?What happened to them?Floating Sinking Animals  | RoutesDifferent forms of transportForces | Life on the farmLifecyclesJobsAnimalsGrowing |
| **Expressive Arts and Design** | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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. |
| Opportunities for drama in the roleplay/small world area/ outdoorWeekly music sessionsDaily singing and rhymesDaily opportunities to explore art, DT (junk modelling area)Malleable (playdough area) | Guided draw- self portraitDrawing and mark makingFinger Pallet Portraits Newspaper heads Music HelloSing the Register Teddy bear Five Little Monkeys | Vincent Van Gogh-A Starry NightFeely drawingPainting with plasticineDTHinges and CatchesMusicI have sounds Songs to develop a singing voiceExploring sound | Sketching local attractions-using chalk, pastels, ink and penMurals in schoolPrimal paintingMusicStorytimeGiraffe and Worm Numbers Some sounds are short  | Drawing like a cavemanDressing up as a fossil DTLet’s look at products MusicWhispersBeat the Rhythm GameCopycat | To colourDT Let’s look at vehicles Music Around the GardenGraphic ScoreHop Little Bunny | DucklingsPainting the savanna Music Waves on the sea Voice GameHow am I played? |
| **Religious Education**  | Kingdom of God | Incarnation | Christian CommunityVisiting St John’s Church | Resurrection | Multi- Faith | Discipleship |
| **Computing**  | CodingUsing technology | Online SafetyUsing technology responsibly  | Technology out of schoolUsing the internet safely |