

EYFS Essential Knowledge
Communication and Language
Literacy

Phonics in EYFS Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
Phonics	Pupils will know: Graphemes: s,a,t,p,l,n,m,d,g,o,c,k,c k,e,u,r,ss,h,b,ff,ll HRSW: l, the, no, put of is, to go into, pull, as his	Pupils will know: Graphemes: J,v,w,x,y,zz,qu,ch,sh,th, ng,nk,ai,ee,igh,oa,es (plural) HRSW: He, she buses, we, me, be, push, was, her, my you	Pupils will know: Graphemes: oo/oo, ar, ur,oo, or, ow, oi, ear, air, ure, er, ow, HRSW: they, all are, ball, tall, when, what	Pupils will know: Graphemes: Review No new graphemes learned. HRSW: said, so, have, were, out, like, some, come, there, little, one, do, children, love	Pupils will know: - CVCC, CCVC, CCVCC, CCCVC, CCCVCC ed (ed), ed (t), ed (d) HRSW - review	Pupils will know: Graphemes: ay, ou, ie, ea, le, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i- e, o-e, u-e, c HRSW: Oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very
	Pupils will be able to: - Segment - Blend - Say the word - Say new HRS word - Say new sound - Write the grapheme - Read words with new grapheme - Spot the sound - Read phrases (From Week 4 Autumn 1) Read phrases and sentences - Read a phonetically decodable book					

Word Reading Overview

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

EYFS Essential Knowledge

	Autumn	Spring	Summer
Reading	Pupils will be able to: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		

Writing Overview			
	Autumn	Spring	Summer
Writing	Pupils will be able: • To hold pencils with a comfortable tripod grip • To sit correctly at a table • To give meaning to the marks they make • To copy and then write their names • To correctly form 26 lower case letters using the ELS rhymes and sound mats to support • To segment the sounds in simple words • To use the sounds they have been taught to write words, labels and begin to write captions.	Pupils will be able: • To form lower case letters correctly and some capital letters. • To begin to write sentences using finger spaces. • To understand that sentences begin with a capital letter and end in a full stop. • To spell words using taught sounds. • To spell some taught HRS (harder to read and spell words) correctly.	Pupils will be able: • To form lowercase and capital letters correctly. • To begin to write longer words and compound words which are spelt phonetically. • To write sentences using a capital letter, finger spaces and full stops. • To spell some taught HRS words correctly. • To read their work back and check it makes sense.

Personal, Social and Emotional Development

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

EYFS Essential Knowledge

Personal Social and Emotional Development Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
(PSHE)	ME AND MY RELATIONSHIPS VALUING DIFFERENCE		KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES		BEING MY BEST GROWING AND CHANGING	
	Pupils will know: - What makes them special - About people who are close to them - How to get help if needed - Similarities and differences between people - The importance of celebrating difference - To show kindness		Pupils will know: - About keeping their body safe - What safe secrets and touches are - The people who can keep us safe - How to look after things, including friends, environment and money		Pupils will know: - How to keep their body healthy (food, exercise, sleep) - What Growth Mindset is - What a life cycle is - The main life stages	

Understanding the World

**Understanding the World –
Past and Present Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
(History)	Past and Present I know about my own life-story and how I have changed Special occasions - birthdays	Past and Present I know about figures from the past Guy Fawkes I know some similarities between the past and now, drawing on experiences and what has been read in class Remembrance Day, Special occasions, Christmas (Toys)	Past and Present I know some similarities between the past and now, drawing on experiences and what has been read in class Burglar Bill Personal Timeline	Past and Present I know about the past through settings, characters and events encountered in books read in class and storytelling Mary Anning Palaeontologist	Past and Present I know about the past through settings, characters and events encountered in books read in class and storytelling Farming	

EYFS Essential Knowledge

**Understanding the World
People, Cultures and Communities Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
(Geography)	- To know that there are many countries around the world. - To know the name of the village the school is in. - To know about features of the immediate environment.		- To know about people who help us within the local community - To know animals and birds and their habitats linked to climates and habitats. (Polar & RSPB Work week)		- To be able to identify features on a map. - To be able to compare UK farming with other farming environments around the world.	To know how homes are different around the world.
RE	DISCOVERY Special People What makes people special? Christianity, Islam, Judaism	UC - Incarnation Why do Christians perform Nativity plays at Christmas? Christianity - Christmas	DISCOVERY Celebrations How do people celebrate? Islam, Judaism	UC - Salvation Why do Christians put a cross in an Easter garden? Christianity – Easter	DISCOVERY Stories What can we learn from stories? Buddhism, Christianity, Islam, Hinduism, Sikhism	DISCOVERY Special Places What makes places special? Christianity, Islam, Judaism

**Understanding the World -
The Natural World Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
(Science)	The Natural World: - explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Expressive Arts and Design

'I know that there is nothing better for people than to be happy and to do good while they live.' *Ecclesiastes 3:12*

EYFS Essential Knowledge

Expressive Arts & Design

Creating with Materials Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christ ian Value	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
(Art and DT)	DRAWING – MARVELLOUS MARKS - Observational drawings of themselves using mirrors. - Family portraits. - Leaf rubbings - Leaf silhouette. - Sponge painting. Key skills: - To explore making marks with wax crayons, felt tips, chalk, pencils. - To investigate the marks and patterns made by different textures.	- Clay diva lamp - Clay hedgehogs - Stickman - Firework pictures - Poppy Fields Monet Key skills: - Moulding clay with hands and tools - Adding embellishments to clay models - Painting clay models - Fine motor drawing skills - Pencil grip	PAINTING AND MIXED MEDIA – PAINT MY WORLD - Making a boat that will float - The Dot Key skills: - To explore paint through finger painting. - To describe the texture and colours as they paint. - To talk about their work and decide whether it is abstract or figurative. - To create natural paintbrushes using found objects. - To use natural paint brushes and mud paint to create artwork. - To use paint to express ideas and feelings - To use loose parts to create transient art. - To create landscape artwork inspired by the work of Megan Coyle.	SCULPTURE AND 3D – CREATION STATION - Large scale painting of a dinosaur or crocodile - Designing and painting own egg Key skills: - To explore clay and playdough and its properties. - To use tools safely. - To create natural 3D landscape pictures using found objects. - To create a design for a 3D animal sculpture. - To create a 3D animal sculpture and paint it.	- Van Gogh – Sunflower painting - Collage of the natural world Key skills: - Fine motor skills – painting - Pencil grip - Colour choice - Cutting and sticking - Scissor skills	CRAFT AND DESIGN – LET'S GET CRAFTY - Henri Matisse – The Snail - Watercolours 'when I grow up...' Key skills: - Cutting skills - Threading skills - Joining materials

EYFS Essential Knowledge

(DT)	COOKING & NUTRITION To celebrate Harvest festival we will make bread, using various fine motor skills. As part of our Celebrations Topic, we will also bake cupcakes using measuring skills.	MAKE Construct a boat from junk modelling that can float. Design and create a bookmark.	MAKE Seasonal Project: Design and build minibeast homes.
	FOREST SCHOOL We will learn to use a range of tools to perform simple tasks like cutting, peeling etc. Pumpkin Soup	COOKING & NUTRITION We will learn about working safely and hygienically.	
		FOREST SCHOOL We will learn to use various equipment to help us cook outside- Pancakes, marshmallows, eggy bread. We will design and construct boats for floating.	

Expressive Arts and Design Being Imaginative and Expressive						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
(Music)	Me - Find the pulse - Copy-clap the rhythm of names - Explore high sounds and low sounds using voices and glockenspiels - Perform a song for Harvest Festival	My Stories - Find the pulse as one of the characters from the song. - Copy-clap the rhythm of small phrases from the songs - Explore high pitch and low pitch in the context of the songs. - Create your own sounds using instruments - Invent a pattern to go with a song using one note. - Perform in the Nativity Play	Everyone! - Invent ways to find the pulse. - Copy-clap some rhythms of phrases from songs - Explore high pitch and low pitch in the context of the songs. - Create your own sounds using instruments. - Perform any of the nursery rhymes by singing and adding actions.	Our World - Find the pulse and show others your ideas. - Copy-clap some rhythms of phrases from songs - Explore high pitch and low pitch using the images of the songs. - Create your own sounds using instruments. - Perform any of the nursery rhymes by singing and adding actions.	Big Bear Funk - Find a funky pulse - Copy-clap 3 or 4 word phrases from the song. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the words or phrases in the song. - Perform any of the nursery rhymes by adding a simple instrumental part. - Record the performance to talk about it.	Reflect, Rewind and Replay Revision of pulse, copy-clap phrases, keeping the beat, creating sounds using instruments.



Mathematics Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
Number	<u>Number and Place Value</u> <u>Numbers to 5</u> • Subitising • Comparing groups within 5 • Comparing quantities of identical objects/ non-identical objects <u>Addition and Subtraction</u> • Change within 5 • One more/one less <u>Number and Place Value</u> • Numbers 4,5,6,7,8 • Subitising and early doubling <u>Time</u> • First/Then/Now <u>Spatial Thinking and Shape</u> • 2D/3D shape • Creating patterns		<u>Number and Place Value</u> <u>Numbers 6,7,8</u> • Making Pairs • Combining different groups <u>Numbers 9,10</u> • Building 9 and 10 • Early Doubling • Subitising <u>Shape</u> • 2D/3D <u>Numbers 7,8,9,10</u> • Halving • Doubling • Sharing • Subitising		<u>To 20 and Beyond</u> • Building numbers beyond 10 • 10-15 • Counting patterns beyond 10 <u>Patterns</u> • Making more complex patterns • Find my pattern <u>Numbers</u> • 15,16,17,18,19,20 • Halving, doubling, sharing • Subitising <u>Measure</u> • Length • Weight • Capacity	

Physical Development

Physical Development Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	FORGIVENESS		PERSEVERANCE		RESPECT	
	FRIENDSHIP	TRUTHFULNESS	WISDOM	COMPASSION	JUSTICE	RESPONSIBILITY
PE	• Introduction to rules in the hall • Learning to change and organise belongings • Looking at different way of moving around the hall • Looking at ways of moving on mats and on benches. • Learning how to jump and land safely. • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		• Running longer distances to boost fitness • Learning to run in straight lines down a track • Learning to tag each other in preparation for Sports day • Listening to instructions and following the rules for carousel at Sports day • Developing our throwing of a tennis ball, vortex and javelin. • Developing our jumping of hurdles and high jump. • Tennis	

Technology Overview	
Computing	ELG (Technology): There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within provision. • Learning how to log onto Purple Mash and use age-appropriate software eg 2 Paint and set 2dos related to our topic work • We will become more independent using ICT equipment in the classroom eg taking photos for Tapestry, timers • We will use the internet to help find out facts to support our classroom work • Use some simple programs on the iPads that are cross curricular and support our learning, 'Bugs and Buttons' 'Pre-Motor Dexterity' Internet Safety • In our PSHE lessons we will use the SCARF program to look at 'Keeping Safe on-line' and talking about ways to stay safe when using technology.