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| **EYFS Overview 2024-25 Year B** | | | | | | |
| Where possible the children follows the children’s interests and this is reflected through the weekly planning | | | | | | |
| **EYFS** | **Autumn** | | **Spring** | | **Summer** | |
|  | Just Like Me | A Winter Wonderland | Dream Big  (Fairy Tales) | To the Rescue  (Superheroes) | In the Garden | Splish Splash |
| **WOW Moments/ Celebrations/ Events** | Stay and Play  New to Reception Parents Meeting | Bonfire night  Diwali  Remembrance Day  Trip to collect the Christmas tree from Bridgemere  Nativity | World Book Day | Visit a fire station  Invite visitors with jobs into class  PC Nick Jarvis | Visit Milldale | Visit a beach  Transition Visits  Sports 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. | | | | | |
| Transition  Settling into School Life  Classroom routines/ rules  Support children in making friends.  Adult support to use the area/ resources appropriately.  Feelings – looking at facial expression  Oral hygiene: teeth cleaning. Handwashing  Family and Friendships- Christopher Winters  Caring Friendships  You Choose  Red Rockets and Rainbow Jelly | | Forest Schools:  Learning independence and teamwork  How to be a good friend.  What I am good at: Superpowers  Importance of exercise  Healthy eating  Importance of exercise  Wellbeing strategies looking after my mind  Family and Friendships  Being Kind  Hello Hello  The Family Book | | Independence  Self challenge  Looking after plants, animals and minibeasts  Changes/ Transition to year 1  Visit and develop relationships with Y1 staff. Discuss how they could help next year’s Reception class.  Reflect on their time in reception.  Family and Friendships  Families  Mommy Mama and Me  Blue 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 Week  Circle Time  Word Aware-Curiosity Cat  1:1 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 events  Act 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 sentences  Ask how and why questions… | Learn and recite, poems and songs  Listen to, engage in and talk about nonfiction Story language/ new vocabulary  Describe 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 lessons  Daily 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  Dance  Fundamentals – object control focus  Fundamentals – (Athletics focus)  Forest Schools | | Fundamentals – playing against an opponent  Fundamentals – Ball skills (kicking, bouncing etc)  Fundamentals – object control focus (Handling equipment  Athletics | |
| **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 weekly  Word Reading Children will be working in different groups for Read Write Inc. | **Super Duper You**  Recognising and writing own name  All About Me Factbook  Individual readers how to hold a book, turning pages from left to right, handling books with respect and telling stories through pictures | **The Snowman**  Talk about events and characters in a story  Writing labels and captions  Writing instructions on how to make a snowman  Christmas cards/letters to Father Christmas. | **Little Red**  Join in with rhymes and stories.  Fill in missing words from well-known rhymes  Ordering stories/ Story mapping Storyboards  Write a version of a classic fairy tale story  Sequencing pictures from familiar stories  Show interest and answer simple questions about the text | **Juniper Jupiter**  Messages/notes  Superhero poster  Superhero story  Letter  Labelling  Sentences structure  Demonstrate understanding when talking about book read. | **The Extraordinary Gardener**  Lists  Writing simple sentences independently.  Writing instructions on how to look after a seed  Make a class nonfiction book linked to animals/ habitats  Non-fiction: look at features e.g. contents/ index/ glossary page linked to topic. | **The Storm Whale**  Sea creature poem  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  1:1  Pinny Time | RWI: Differentiated groups  Recognition/ formation and blending to read.  Set 1 sounds  Use of decodable flashcards/ games played daily  Daily 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 rhymes  Maths opportunities within daily routine and provision | NCETM- Mastering Number at Reception Weeks 1-5  Counting Skills  Subitising to 3  Composition of 3 and 4  Subitizing sounds and objects  Comparison of sets  White Rose Maths- SSM  Matching and sorting  Making comparisons  Making simple patterns | NCETM- Mastering Number at Reception Weeks 6-10  Counting Skills of 5  Comparison of sets  Whole and part  Composition of 3 4 5  Numerals to quantity  Counting beyond 20  White Rose Maths- SSM  Circles and triangles  Spatial awareness  Shapes with 4 sides  Time | NCETM- Mastering Number at Reception Weeks 11-15  Subitising to 5  Staircase pattern  Composition of 5  Composition of 6 and 7  Equal sets  White Rose Maths- SSM  Comparing mass, capacity  Making pairs  Length and height  Time | NCETM- Mastering Number at Reception Weeks 16-20  Staircase pattern and ordering numbers  Ordering to 8  Composition of 7  Doubles  Odd and even  White Rose Maths- SSM  3D shape  Pattern | NCETM- Mastering Number at Reception Weeks 21-25  Counting larger sets  Subitising to 6  Composition of 5 and a bit  Composition of 10  Comparison linked to ordinality  White Rose Maths- SSM  Spatial reasoning | NCETM- Mastering Number at Reception Weeks 26-30  Subitise to 5  Introduce rekenrek  Bonds to 5  Composition to 10  Comparison  Number patterns  Counting  White Rose Maths- SSM  Spatial reasoning  Deepening understanding  Patterns 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 Self  Families  History  Family Trees  All about me- Past and present- how have I changed from a baby?  My 5 senses  My family | Special Days  Discuss how their family celebrates different events.  Science  Materials  Seasonal changes  Observe weather changes  Changing state- freezing/melting | Forest Schools-  Learning outdoors  Geography  Map work  Following a route  History  Changes in time in fairy tales | Roles in society | Science  Growing  Environment  Explore minibeasts/ habitats  Build ‘Bug Hotel’  Plant seeds and care for daily  Observe change/ growth  The life cycle of a butterfly study | Science  Floating and Sinking  Waterproof  Geography  Looking after the environment  Researching other countries to go on holiday  History  Holidays in the past  How have I changed since beginning Reception? |
| **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/ outdoor  Weekly music sessions  Daily singing and rhymes  Daily opportunities to explore art, DT (junk modelling area)  Malleable (playdough area) | Early art skills  Self portrait photography  Night time college  Drawing by Torchlight  Autumn resist wax leaves  Music  Hello  Sing the Register  Teddy bear  Five Little Monkeys | Clay hedgehogs  Snowman drawing  DT  Fantastic Fruits  Music  I have sounds  Songs to develop a singing voice  Exploring sounds | Making finger puppets  Marbling  DT  Chairs for the Three Bears  Music  Storytime  Giraffe and Worm  Numbers  Some sounds are short | Pop Art- Andy Warhol  Roy Lichtenstein  Plasticine Printmaking  Music  Whispers  Beat the Rhythm Game  Copycat | Wildflower Meadows  Minibeasts artwork  Music  Around the Garden  Graphic Score  Hop Little Bunny | Drawing spirals  Spiral snails  DT  Let’s Look at hats  Music  Waves on the sea  Voice Game  How am I played? |
| **Religious Education** | Good News | Incarnation | Creation | Salvation | World Religion | Holy Spirit |
| **Computing** | Using Software  Online Safety-  Online Safety Rules: Tell an adult if they see something on a digital device that upsets them Know not to give out any information about themselves | | Using the internet safely  Using Equipment  Plan a route for the Beebot | | Using Equipment  Taking Photos and Videos of the things they find outside in the environment | |