

Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts.

	Autumn Term		Spring Term		Summer Term	
Topics	All About Me	Space Christmas	Animals	In the Garden	Traditional Tales	Sailing on the Seas
Other themes and experiences	Autumn seasonal work Healthy Me Friendship Well-being Oral health workshop	Winter seasonal work Fireworks Christmas Nativity Show	Spring seasonal work Charlie the Dog visit The Farm visit Chinese New Year	Spring seasonal work Minibeasts Growing Ducklings	Summer seasonal work FairyTales workshop	Summer seasonal work Under the sea Sports Day
Weekly focus	Week 1 - Myself Week 2 - Myself Week 3 - Family Week 4 - Body parts Week 5 - Senses Week 6 - Healthy Eating Week 7 - Oral Health	Week 1 - The Earth Week 2 - Planets Week 3 - Planets Week 4 - Space Vehicles Week 5 - Aliens Week 6 - Christmas Week 7 - Christmas	Week 1 - Pets Week 2 - The Farm Week 3 - Birds Week 4 - Dinosaurs Week 5 - Arctic Animals Week 6 - Exocitic Animals	Week 1 - Mini beasts Week 2 - Mini beasts Week 3 - Plants Week 4 - Fruit and Veg Week 5 - Life Cycles	Week 1 - Jack and the Beanstalk Week 2 - The three Little Pigs Week 3 - Three Billy Goats Gruff Week 4 - The Gingerbread Man Week 5 - Biscuit Bear Week 6 - Each Peach Pear Thumb	Week 1 - The Ocean Week 2 - Pirates Week 3 - Boats Week 4 - Summer Holidays Week 5 - Transition Week 6 - Transition
Books	Starting School Topsy and Tim at School Whoever you are The Large Family	Whatever Next? Aliens Love Underpants Non Fiction texts The Nativity The Jolly Postman	How to care for your pet The Blue Penguin Animal non fiction Anna Hibiscus Dinosaur Roar Owl Babies	The Hungry Caterpillar Superworm Non Fiction books The Bad Tempered Ladybird Oliver's Vegetables	Jack and the Beanstalk The Gingerbread Man Biscuit Bear The Three Little Pigs Three Billy Goats Gruff Each Peach Pear Thumb	The lighthouse Keeper's tea Seaside poems Let's be Pirates Non fiction ocean book
PSED	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>		<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>		<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	

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		Increasingly follow rules, understanding why they are important.	Begin to understand how others might be feeling.
CL	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but have problems saying: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
PD	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>

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<p>Literacy</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary. .</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>
<p>Maths</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<p>Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p>

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	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Explore colour and colour-mixing. • Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>