

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 Space Dome Fireworks Christmas Nativity Show	Spring seasonal work Charlie the Dog visit Dinosaur workshop Chinese New Year	Spring seasonal work Minibeasts Growing Hounslow Urban Farm visit	Summer seasonal work Fairy Tales 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 - Aliens 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 - Exotic 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
PSED	<p>Self Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others</p>		<p>Self Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships Form positive attachments to adults and friendships with peers.</p>		<p>Self Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Building Relationships Show sensitivity to their own and to others' needs.</p>	

EYFS Overview 2021-22

CL	<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
PD	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Gross Motor Skills Demonstrate strength, balance and coordination when playing.</p> <p>Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Gross Motor Skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Begin to show accuracy and care when drawing.</p>
Literacy	<p>Phase 2 phonics</p> <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>	<p>Phase 3 phonics</p> <p>Comprehension Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Phase 4 phonics</p> <p>Comprehension Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Writing Write simple phrases and sentences that can be read by others.</p>
Maths	<p>Number Have a deep understanding of numbers to 10, including the composition of each number.</p>	<p>Number Subitise (recognise quantities without counting) up to 5.</p>	<p>Number Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5</p>

	<p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>(including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
Understanding the World	<p>Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural World 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.</p>	<p>Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs.</p>	<p>Creating with Materials Share their creations, explaining the process they have used.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Creating with Materials Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>