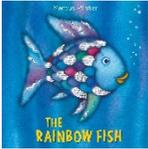
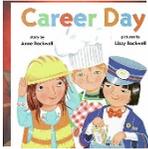
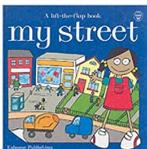
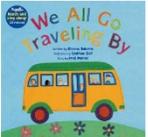
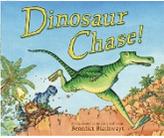
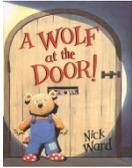




## St. Cyprian's EYFS Yearly overview 2020- 2021

| Autumn Term<br>PSED:<br>New Beginnings and Getting On and Falling Out.  |  | Spring Term<br>PSED: Say No to Bullying, Going for Goal<br>and Good to be Me.   |   | Summer Term:<br>PSED: Relationships and Changes   |   |
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| Autumn<br>Me and My Community   |  | Spring<br>Past and Present  |   | Summer<br>Make Believe  |   |
| Autumn 1<br>Ourselves   | Autumn 2<br>People Who Help Us   | Spring 1<br>Transport   | Spring 2<br>Dinosaurs/animals   | Summer 1<br>Traditional Tales   | Summer 2<br>Fantasy/Superheroes   |
| <b>Core Texts:</b> <ul style="list-style-type: none"> <li>• Rainbow Fish</li> <li>• Pumpkin Soup</li> </ul>   | <b>Core Texts:</b> <ul style="list-style-type: none"> <li>• Career Day</li> <li>• My Street</li> </ul>   | <b>Core Texts:</b> <ul style="list-style-type: none"> <li>• We All Go Travelling By</li> <li>• Whatever Next</li> </ul>    | <b>Core Texts:</b> <ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt</li> <li>• Dinosaur chase</li> </ul>   | <b>Core Texts:</b> <ul style="list-style-type: none"> <li>• A Wolf at the Door</li> <li>• Jasper's Beanstalk</li> </ul>     | <b>Core Texts:</b> <ul style="list-style-type: none"> <li>• Supertato</li> <li>• On the Way Home</li> </ul>   |
| Literacy Outcome:   |  | Literacy Outcome:   |   | Literacy Outcome:   |   |
| <b>Reception</b><br>Know 4 key texts by heart.<br>Secure Phase 1 phonics knowledge<br>Use story language in play.<br>Know that information can be retrieved from print-Non-fiction texts.<br>Join in with repeated refrains in stories.<br>Read Write Inc. set 1 sounds.<br>Oral blending and segmenting.<br>Name writing<br>Mark making- begin to draw detailed pictures<br>Fine motor Exercises<br>Begin to form recognisable letters giving meanings to marks. |  | <b>Reception</b><br>Know 8 Key texts by heart<br>Set 1 Read write inc.<br>Introduce set 2 RWI sounds.<br>Set 1 High frequency words.<br>Discuss Character in a book- talk as a character.<br>Begin to retell stories independently in play.<br>Make up own stories- helicopter stories.<br>Read and write CVC words independently.<br>Using and creating own story maps.<br>Rehearse and begin to write own sentences.<br>Begin to write in a range of situations.<br>Begin to write labels and captions. |   | <b>Reception</b><br>Know 12 key texts by heart<br>Set 2 and 3 RWI sounds and red words.<br>Discuss plot, settings and characters in a story.<br>Retell familiar stories.<br>Read simple sentences.<br>Creating own stories.<br>Using story maps to write own stories.<br>Write 2-3 sentences which can be read by others.<br>Spell and use set 2 and 3 Red words.<br>Can write for different genres- Lists labels and captions. |   |

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| <b>Nursery</b><br>Listen to and join in with nursery rhymes and stories.<br>Select and look after books carefully.<br>Turn the pages in books carefully.<br>Hold book the right way up.<br>To Know 2 key Nursery rhymes by heart.<br>Join in repetitive phrases in small group.<br>Begin to listen in a small group.<br>Recognising own name.<br>Fine Motor control.<br>Mark making.<br>Developing pencil grip.<br>Drawing recognisable figures.<br>Phonics: Phase 1 Phonics Aspects 1-3<br>Phonics: Phase 1 Aspects 3-5 |   | <b>Nursery</b><br>Listen and join in with larger group discussions.<br>To begin to use because and other 'story' language.<br>To use role-play to recreate familiar roles and stories.<br>Listen to and respond to one another in partner talk.<br>Name and discuss characters in books.<br>Begin to predict what may happen next.<br>Join in retelling using props, puppets.<br>Tracing names and name writing.<br>Writing names correctly and independently.<br>Developing correct pencil grip.<br>Phonics Phase 1 Aspects 5-7<br>Phonics Phase 1 Aspect 7/ Introduction to Read Write Inc. set 1 sounds. |  | <b>Nursery</b><br>Listen to and join in with well-known stories.<br>Know and recite at least 4 nursery rhymes.<br>Talk about favourite characters in books.<br>Begin to offer opinions about a book.<br>Use story language in role play with pictures and support can retell story.<br>To be able to identify rhyme and alliteration.<br>Beginning to hear the initial sounds in words.<br>Letter formation<br>Oral Blending and segmenting<br>Read Write Inc. set 1 sounds. |  |
| <b>Other Texts:</b><br>Smartest giant in town, I don't want to wash my hands, Things I Like.   | <b>Other texts:</b><br>Non- Fiction texts, doctor dog, supermarket zoo, I went to the zoopermarket, I want a shop, Mr foxes shop, the jolly Postman, I'm afraid your teddy is in trouble today, Fire engine is flashing, Emergency! | <b>Other Texts:</b><br>The train ride, Naughty bus, Dragon dance (Chinese New Year) Mr Gumpy's outing, Emergency!, Cinderella and the hot air balloon, Under the sea  | <b>Other texts:</b><br>Tyrannosaurus drip, Dinosaur time, Dinosaurs love underpants, The very hungry caterpillar, Rumble in the jungle, Handa's Surprise, There was an old lady..., Commotion in the ocean, Cows in the kitchen, Sharing a shell | <b>Other Texts:</b><br>Three little pigs, Goldilocks and three bears, The three billy goats gruff, The enormous turnip, Jack and the beanstalk, Chicken Licken, Mr Wolf moves in.  | <b>Other texts:</b><br>Peter pan, Pirate school, The troll, Pirates love underpants, Peppa the mermaid, Just Narwhal, By the sea, Moles summer story |
| <b>Nursery continuous roleplay:</b> mud kitchen/hairdressers/fire station/shop/builders/doctors/home   |   |   |  |  |  |
| <b>Role Play enhancement:</b><br>House/birthday  | <b>Role Play enhancement:</b><br>Shop<br>Hairdressers<br>Fire station<br>Police station<br>Doctors.   | <b>Role Play enhancement:</b><br>Space<br>Train station<br>Airport<br>Aeroplane<br>Bus station  | <b>Role Play enhancement:</b><br>Archaeological dig<br>Jungle<br>Linked to bear hunt story   | <b>Role Play enhancement:</b><br>Castle<br>Traditional character house   | <b>Role Play enhancement:</b><br>Pirate ship<br>Under the sea  |
| <b>Maths outcome:</b>  |   |   |  |  |  |
| <b>Reception</b><br>1:1 correspondence   |   | Know and use numbers to 15<br>Solve simple calculations using practical resources.  |  | Know and use numbers to 20<br>Read and solve addition and subtraction calculations.  |  |

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| <p>Count, recognise and form numbers to 10.<br/>Match quantity to numerals to 10.<br/>Begin to solve practical problems using numbers to 10.<br/>Begin to record strategies.<br/>Conservation of number.<br/><b>Name 2D shapes</b><br/><b>Describe 2 D shapes and properties.</b><br/><b>Create simple repeating pattern.</b><br/><b>Compare measurements- big/small etc.</b></p> | <p>Record simple calculations.<br/>One more/One less<br/><b>Name and describe the features of 3D shapes.</b><br/><b>Using non- standard units of measurement.</b></p>   | <p>Record own calculations using symbols (+, -, =)<br/>Doubling and halving given numbers.<br/>Even and odd numbers<br/><b>Consolidate learning of 2D and 3D shapes describing properties (sides, corners, edges, faces.)</b></p>  |
| <p><b>Nursery</b><br/>Join in with counting nursery rhymes and songs<br/>Count to 10 verbally<br/><b>Compare items by size; Big, small, tall, short</b><br/><b>2D shapes</b><br/><b>Match items that are the same</b></p>   | <p>1:1 correspondence<br/>Using numbers to 5 to solve practical addition<br/>Directly compare length / height<br/><b>Properties of 2D shapes.</b><br/><b>Continue a two element pattern</b><br/><b>Begin to suggest own criteria for sorting</b><br/><b>Begin to think about symmetry in the environment and look at everyday money (coins).</b></p>  | <p>1:1 correspondence to 20<br/>Practical addition to 10.<br/>Beginning to record numbers.<br/><b>Sorting objects by size and weight</b><br/><b>Counting and recalling numbers beyond 10</b><br/><b>3D shape introduction.</b><br/><b>Begin to sequence events/stories</b><br/><b>Begin exploring capacity</b></p>   |
| <p><b>Possible Lines of Enquiry:</b><br/>Who is in our family?<br/>Where do our families come from?<br/>How are we the same and different?<br/>How do our bodies work?<br/>How do we change as we grow?<br/>What do our senses do?<br/>How do we take care of ourselves?<br/>What are our likes and dislikes?</p>   | <p><b>Possible Lines of Enquiry:</b><br/>How do we travel now?<br/>How did we travel in the past?<br/>What transport belongs in the sky?<br/>What transport belongs in the sea?<br/>What transport belongs on the land?<br/>What animals existed in the past?<br/>What animals do we have now?<br/>What do/did they eat?<br/>Where do/did they live?<br/>How do/did they behave??<br/>Do all animals/plants grow in the same way?</p> | <p><b>Possible Lines of Enquiry:</b><br/>How do plants grow?<br/>What is a traditional tale?<br/>What are some of the features of a traditional tale?<br/>How do traditional tales usually begin/end?<br/>What characters might you find in a traditional tale?<br/>Do you find the same characters in all traditional tales?<br/>DO all the characters in stories behave in the same way?<br/>How do we know this is a made up story?</p> |
| <p><b>Topic Enrichment Opportunities:</b><br/>Police visit.<br/>Fire station visit<br/>Doctor/dentist visit.<br/>Children to go to shop.<br/>Posting letter.</p>  | <p><b>Topic Enrichment Opportunities:</b><br/>Train driver talk<br/>Train station visit.<br/>Transport museum<br/>Bus journey.<br/>Drama 4 all workshop.<br/>Zoo/farm/aquarium<br/>Crystal palace park dinosaurs/ natural history museum</p>  | <p><b>Topic Enrichment Opportunities:</b><br/>Polka theatre visit<br/>Park trip<br/>Going to the woods<br/>Hever castle</p>  |

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| <b>End of Term Project Outcome:</b><br>Family picnic<br>Inclusion week   | <b>End of Term Project Outcome:</b><br>Nativity play  | <b>End of Term Project Outcome:</b><br>Investigations week   | <b>End of Term Project Outcome:</b><br>Easter celebrations- egg hunt, bonnet parade | <b>End of Term Project Outcome:</b><br>Arts week                       | <b>End of Term Project Outcome:</b><br>Superhero party                                |
| <b>Global Citizenship Links:</b><br>Black History Month – celebrating diversity  | <b>Global Citizenship Links:</b><br>Anti- Bullying Week<br>Remembrance Day<br>Children in Need<br>Road Safety Week  | <b>Global Citizenship Links:</b><br>Health Week  | <b>Global Citizenship Links:</b><br>Mothering Sunday                                | <b>Global Citizenship Links:</b><br>Walk to school week<br>Fathers day | <b>Global Citizenship Links:</b><br>BNF Healthy Eating Week<br>Recycle Awareness Week |
| <b>Understanding of the world</b>  |   |  |   |  |   |
| Autumn<br>Families<br>Our Community<br>Growth<br>Materials<br>Floating and sinking<br>Heavy/light<br>Liquid/solid<br>Using IWB<br>Diwali<br>Christmas                    | Winter/Spring<br>Planting /growing<br>Life cycles - Butterflies<br>Animal homes<br>Easter/Church/God<br>Bee bots<br>Magnets<br>Chinese New Year<br>Mother's day<br>God made the world (link to seasons) | Summer<br>Using ICT independently.<br>Father's day<br>Being Creative<br>Caring for the world around them |   |  |   |
| <b>Parent Partnerships</b><br>- Home Visits (PSED)<br>Curriculum meeting for Parents<br>Phonics workshop.<br>Family Picnic<br>Parent consultations.<br>Parents nativity. | <b>Parent Partnerships</b><br>-Workshop on Early Maths– inviting parents in to see how children learn maths- Investigation week parents in.   | <b>Parent Partnerships</b><br>-Family Art projects- gallery.   |   |  |   |