



Stimpson Avenue Academy – EYFS Overview Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical me Autumn	Festivals and celebrations	What do you think would hatch from an egg like this? –fish/birds/reptiles/mini-beasts/dinosaurs (what doesn't come out from an egg?)		Who lives beside the sea (animals/pirates/mermaids/princesses/ super heroes/holidays-journeys/transport)	
Literacy	Daily phonics. Develop pencil grip and begin to recognise letters. Recognise own name. Share favourite stories. Emergent writing. Identify initial sounds. Build up to segmenting and blending CVC words. Encourage children to write own name independently. Introduce HF words.	Continue daily phonics and handwriting. Learning rhyming strings. How to hold a book. Telling stories through pictures. Making festival greetings cards. Introduce blending and segmenting CVC words. Introduce new HF words.	Children to write first name without any aids. Confidently blend sounds and begin to read simple sentences. Give meanings to the marks they make. Sequence pictures from familiar stories. Write lists and captions. Introduce new HF words.	Read simple sentences and enjoy an increasing range of books e.g. Books about animals, dinosaurs, mini beasts and leaflets from vets. Introduce new HF words.	Begin to write simple sentences which they can read themselves. Introduce new HF words.	Introduce new HF words. Write postcards and letters. Demonstrate an understanding of what they have read. Some words are spelt correctly and others are phonetically plausible.
Maths	Counting rhymes. Counting aloud from 0 and back. Number recognition. 1-1 correspondence when counting objects. Ordering number 0-10.	Counts an irregular arrangement of up to 10 objects. Estimates how many objects they can see and checks. Find 1 more/less than. Counting to 20 and back. Addition/subtraction. (within 10 then 20) Introduce 2D and 3D shapes. Patterns. Introduce money.	Begin to use mathematical names for solid 3D and flat 2D shapes and mathematical words to describe. Teen numbers. Addition/subtraction using objects, fingers and number lines. Introduce doubling/halving. Counting in 10's.	Number bonds to 10. Weight. Capacity. Addition/subtraction using a number line and counting in head. Everyday positional language.	Positional language using beebot. In practical activities and discussions beginning to use the vocabulary involved in adding/subtracting. Counting in two's. Coin recognition.	Halving/doubling. Add and subtract 2 digit numbers and count on to find the answer. Representing data. Counting in 5's. Money. Simple addition/subtraction e.g. Shop. Time.
Communication and language	Responds to simple instructions and questions e.g. 'how and why'	Use language to imagine and recreate roles and experiencing in play situations.	Listen and respond to ideas expressed by others in a conversation or discussion.	Extend vocabulary especially by grouping and naming, exploring the meaning of new words.	Talk about journey's and holidays. They uses past, present and future forms accurately when talking about events that have happened or about to happen in the future.	Listening attentively in a range of situations. e.g. trips

Physical development	Manging own personal hygiene. Explore the outside are with new play equipment. Pencil control and following patterns. Introduce tools and how to use them safely e.g. scissors. Weekly P.E lessons.	Pencil control and I begin letter formation. Experiment with different ways of moving. Practise some safety methods without direct supervision. Parachute and ring games. Weekly P.E lessons.	Weekly P.E lessons. Pencil control and begin letter formation. Use tools appropriately and safely e.g. hole punch and stapler. Handles tools, construction and malleable materials safely and with increasing control.	Weekly P.E lessons. Pencil control and begin letter formation. Negotiates space safely when playing chasing games with other children adjusting speed or changing direction to avoid obstacles.	Weekly P.E lessons. Introduce cursive writing. Healthy Eating. Road safety. Health and self-care. Sports day. Sun safety. Water safety. Developing skills such as jumping and catching.	Weekly P.E lessons. Continue cursive writing. Developing catching and jumping skills.
Personal, Social and Emotional Development	Classroom rules and routines, forming good relationships with peers and adults.	Begin to adapt behaviour to different events and social situations. Begins to explain own knowledge and asks questions. Becomes confident in different situations. Aware of others feelings.	Initiates conversation and considers others opinions. Finds compromise with peers. Confident to speak about their own needs/opinions. Understands their actions on others.	Explains own knowledge and understanding and asks appropriate questions of others. Taking turns. Expressing preference of activity with reasoning. Knowing that some behaviour is unacceptable.	Children begin to understand the similarities and differences between themselves and others and among families, communities and traditions. Include others ideas in their activity. Can express when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.	Children can demonstrate sensitivity to other children and form positive relationships with other children. Children can take changes in their routing in their stride. To think about all they have achieved in their reception year.
Understanding the World	People who help us. (in school and in the community) Visit from PCO or Road safety Team? What makes us unique? E.g. family, traditions, customs, routines.	Learning about Halloween, Diwali and Christmas. Children start to ask questions about aspects of their familiar world such as where they live or the natural world.	Learning about Chinese New Year and Shrove Tuesday. Explore the local area homes, shops, parks etc.	Understanding opposites- Hot/cold Old/new Night/day Learning about Easter and why we celebrate. Make observations of animal and plants and talk about changes.	Lifecycle of caterpillars/butterflies Eggs/chicks Frogspawn/frog Growth Using transport link. Children begin to use correct language like town, village, road, path, house etc. To help children make useful links to their observations use Google maps.	Looking at the seaside and holidays now and in the past. Children know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments may vary.
Technology	ICT-Introduce computers and suitable programmes.	ICT-Firework pictures	ICT-learning how to use a CD player and other electronic items. Listens to audio books. Engage with simple maths/literacy computer programmes and mechanical toys.	ICT-understanding how to use the keyboard.	Using Google Maps(see above) ICT-using beebot software	ICT-Seaside photography.
Expressive Arts and Design	Music-finding a voice and sharing with friends. Learns lots of new songs and sings with confidence. Every child is an artist –self-portraits.	Plays cooperatively as part of a group to develop and act out a narrative. Firework pictures. Diwali rangoli patterns (maths link) Christmas production Music-Learn firework and Christmas songs.	Responding to music through dance. Children to understand rhythm and pulse in songs. Construct with a purpose in mind, using a variety of resources.	Mood artwork. Mother's Day Cards. Exploring instruments-how many sounds can one instrument make? Louder/quieter/fast/slow Design own habitat/farm/zoo. Write a letter to a farmer/zookeeper.	Draw from their own experiences. Make a map/treasure map (use playground/garden) Learn how to play simple rhythms/songs on drums/xylophone. Exploring mixing colours.	Listen to music from other countries. Look at the similarities and differences. Individual life size collage. Father's day cards
Creative	Painting, drawing and creating 'Happy Pictures' using a variety of media.	Building using large construction. Children to design own castle for a king or queen to live in.	Design a dinosaur; make a home/dinner for a dinosaur using clay.	Where does our animal live? Drawing from experience and observational drawings. Make a habitat using natural materials collected.	Design a town/ship/mode of transport. Children can safely use a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function.	Design a sandcastle. Sandcastles and games to play on the beach. Where would you like to go on holiday?
Stories and Rhymes.	Stories with a happy theme. Singing our favourite songs and performing these with actions. Joining in with familiar stories. (make up story sacks)	Traditional tales.(Rapunzel, Princess and the Pea) Stories about kings and queens. Stories that have a social or moral theme. Alternate/modern spins of traditional tales. Draw upon children's own interests.	Dinosaur stories e.g. Harry and his bucket series.	Stories involving animals e.g. Hungry caterpillar, going on a bear hunt, 5 little duck. Children begin to build a repertoire of songs and dances.	Adventure stories/explorers. Songs about road safety. Children sing songs; make music, dance and experiment with ways of changing them.	Stories about going on holiday/travel e.g. Paddington bear, Topsy and Tim. Listen to stories accurately anticipating key event and respond to what they hear with relevant comments, questions or actions.

This is a working document.
The topics covered will be based around the children's interests and will change frequently.
Therefore, some of the learning intentions may be brought forward or moved back in order to accommodate both the children's interests and their needs.