

# Yearly Overview EYFS

	<b>Autumn term</b>		<b>Spring</b>	<b>Summer</b>
Year A	<b>Nursery Rhyme Land</b>	<b>Canada</b>	<b>Leicestershire</b>	<b>Kenya</b>
<p><b>Communication And Language</b> Listening and Attention Understanding Speaking</p> <p><b>Literacy – Reading and Writing</b></p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions</p> <p>Nursery rhymes Learning to recite and sequence: Baa Baa Black sheep Hickory Dickory Dock Miss Polly had a Dolly Humpty Dumpty Twinkle twinkle little star Incy Wincy Spider</p> <p>Other Nursery rhymes as interests/time permits;</p> <p>The wheels on the Bus 1,2,3,4,5 once I caught a fish alive Grand Old Duke of York</p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions Storying – telling an adult a caption, story, news etc Reading own name and writing name Handwriting – letter formation linked to name and linked to phonics Recounts – dictating a sentence Holding a sentence Beginning to write simple sentences Labels for models Captions for models Letters to Beaver Moose and Bear Up the creek - descriptions of route of canoe Labelling the parts of bear, Santa Instructions for a a canoe journey Write questions to ask the bear Lists/cards/postcards/wanted posters as appropriate e.g. list of things to take on canoe journey That’s not my Santa – description of Santa Letters to Santa Santa’s workshop – wrapping and labelling presents Story telling – We’re going on a bear hunt Brown bear, brown bear what do you see? Polar bear, Polar bear what do you hear?</p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions Storying – telling an adult a caption, story, news etc Writing name Handwriting – letter formation linked to phonics Recounts – dictating/holding a sentence and beginning to write simple sentences Labels and caption for models and paintings Letters to Easter Bunny Letters to Mr Wolf Labelling the parts of – dinosaurs etc Instructions for Easter bunny Lists/cards/postcards/wanted posters/invitations as appropriate</p> <p>Descriptions of dinosaurs and riddles Poetry – and rhythm linked to words – clapping syllables to help with spellings Storytelling – Pie Corbett style – The Gingerbread Man Mr Wolf’s Pancakes The Big Pancake Dinosaurs – skeletons series In a dark dark wood– A Alhberg</p> <p>Description of our mums Writing cards for mums- Mothering Sunday</p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions Storying – telling an adult a caption, story, news etc Writing name Handwriting – letter formation linked to phonics Recounts – dictating/holding a sentence and beginning to write simple sentences Labels and caption for models and paintings Labelling the parts of – animals, safari jeep, hut, etc Lists/cards/postcards/wanted posters/invitations as appropriate</p> <p>Storytelling – Pie Corbett style</p> <p>Simple descriptions of zoo animals – this information used in simple riddles Telling/writing jokes – Elmer</p> <p>Handa’s surprise Handa’s hen Elmer We’re going on a lion hunt</p>

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<p><b>Mathematical development</b></p> <p>Number</p> <p>Shape space and measures</p> <p>Following White Rose but with links to topics when possible</p>	<p>Baa Baa Black sheep - Compare mass of ball of wool to other items</p> <p>Twinkle twinkle little star - Compare height or length of star to other items</p> <p>Hickory Dickory Dock – telling time</p> <p>Incy wincy spider - positional language</p>	<p>Shops – baot/canoe shop – handling real money</p> <p>Shape work – using Beebots – links to UTW- Technology</p> <p>Shape pictures – links to EAD</p> <p>Patterning</p> <p>Counting, addition and subtraction, number recognition</p> <p>Learning to identify and use numicon</p> <p>Going on a bear hunt – directional and positional vocabulary</p>	<p>Pictograms – who has hats, gloves, scarves on cold days Pictograms- favourite pancake toppings</p> <p>Winter shop – selling gloves, hats and scarves – handling real money</p> <p>Patterning – using pairs of gloves/boots etc</p> <p>Comparing length – to a dinosaur</p> <p>Comparing mass to toy dinosaur</p> <p>Comparing/measuring shoe/boot size seasons</p>	<p>Positional language – we’re going on a lion hunt/Handa’s hen – topic link</p> <p>Capacity – linked to Stork and Fox story</p> <p>Pictogram – favourite zoo animal</p> <p>Abstract shape pictures – linked to african art</p> <p>Shop – Kenyan market stall</p>
<p><b>Understanding the World</b></p> <p>People and Communities</p> <p>The World</p> <p>Technology</p>	<p>Harvest – picking fruit from school grown plants - trees/ tomatoes/ potatoes/ raspberries</p> <p>Autumn – signs of autumn – leaf walks etc</p> <p>Spider hunts – looking for spiders!</p> <p>Stars – what do we know about stars</p> <p>Introduction to Purple Mash, Bug Club and use of ipads and use of Bee bots</p> <p>Taking selfies with ipads (links to PSE)</p>	<p>Thanksgiving – Pilgrim fathers - who celebrates this and how</p> <p>Diwali – who celebrates this and how</p> <p>Bonfire night – celebrations Using torches to explore shiny/reflective materials</p> <p>Christmas - who celebrates this and how</p> <p>Christmas Performance – the Nativity – Linked to EAD</p> <p>What do we know about Canada</p> <p>Canoes/boats - exploring materials</p> <p>Maps – Up the river</p> <p>Introduction to computers - Purple Mash, Bug Club</p> <p>Use of ipads -taking selfies with ipads</p>	<p>Winter and spring</p> <p>Big Schools Bird Watch</p> <p>Shrove Tuesday - who celebrates this and how</p> <p>Easter - who celebrates this and how</p> <p>Drawing maps for the Easter Bunny</p> <p>Life cycles – frogs/tadpoles</p> <p>What do we know about dinosaurs</p> <p>Looking for fossils</p> <p>Panning for gems/minerals – buried treasure</p> <p>Thomas Cook travel agents – where in the world...</p> <p>Materials – wrapping up warm in cold weather</p> <p>Computers - Purple Mash, Bug Club. Use of ipads -taking selfies. Drawing using squiggle</p> <p>Safer Internet Day</p>	<p>Summer</p> <p>Life cycles of frogs/tadpoles continued</p> <p>Growing potatoes, tomatoes and runner beans etc</p> <p>Wild animals in Kenya</p> <p>Fruits and vegetables – Handa’s surprise</p> <p>Wild animals and their young</p> <p>Animal groups – eg birds, reptiles, mammals</p> <p>Computers - Purple Mash, Bug Club. Use of ipads -taking selfies. Drawing using squiggle</p>

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<p><b>Expressive Arts and Design</b></p> <p>Being imaginative Exploring and using media and materials</p>	<p>Dressing up and role play linked to topic e.g. dress up as Miss Polly or the Doctor – and taking selfies – links to Technology Make a Get Well card for the dolly Make a thank you card for the Doctor from Miss Polly and her dolly Make an egg cup for Humpty Dumpty to sit in Who pushed Humpty off the wall?</p> <p>Star music – which instruments sound like twinkle twinkle? Rat a tat tat – which instruments sound like the Doctor knocking on Miss Polly's Door</p>	<p>Painting, drawing (including use of ICT), collage, printing Recyclable materials – junk models of machine, robots and vehicles Modelling materials – clay mandalas, divas plasticine, playdoh Large classroom boat! Large innukshuks – made of boxes and individual ones made of clay Dressing up clothes Puppets, soft toys as props, Role play areas – canoe – drawing maps, making observations – explorers kit – binoculars and notepads Thanksgiving cards and celebrations Listening to music for Diwali dances – Go Noodle Polar bear, Polar bear what do you hear? – listening to sounds Santa's workshop – wrapping presents Drawing a map for Santa so he knows where you live Christmas Performance – the Nativity</p>	<p>Painting, drawing (including use of ICT), collage, printing Recyclable materials – junk models Habitat boxes for dinosaurs Cards for mums- Mothering Sunday Easter Cards and crafts Weaving – topic link Sculptures – sand and stone sculptures - topic link Roleplay – explorers jeep and observation log/clipboards</p> <p>Archaeologists dig site</p> <p>Thomas Cook travel agents – where in the world... Role Play area</p> <p>Snowflake music – choose instruments to fit all kinds of weather</p> <p>Rhythm – clapping beats for names/weather words</p>	<p>Painting, drawing (including use of ICT), collage, printing Recyclable materials – junk models of animals</p> <p>Small world play – zoo animals</p> <p>Modelling materials – clay plasticine, playdoh</p> <p>large Elmer model</p> <p>animal safari music – use the instruments to make animal noises</p> <p>African drums African jumping dance</p>
<p><i>SEAL – linked to whole school topics</i></p>	<p><i>New Beginnings</i></p>	<p><i>Getting On and Falling Out</i></p> <p><i>Say No to Bullying Week</i></p> <p><i>Expect Respect Week</i></p>	<p><i>Going For Goals</i></p> <p><i>Good to be Me</i></p> <p><i>(Safer Internet Day)</i></p>	<p><i>Relationships</i></p> <p><i>Changes</i></p>

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<p><b>Personal, social and emotional development</b> Self-confidence and self-awareness Managing feelings and behaviour Making relationships</p>	<p>Developing a Class Charter Introducing and following the behaviour policy Learning names of peers/class members Choosing partners for different activities Team work Learning to share and co-operate (sharing as in taking turns not just expecting the other person to hand over something to you) Learning routines</p> <p>Pulling faces - showing emotions and taking selfies</p>	<p>Developing personal targets</p> <p><i>Self Confidence and Self Awareness -</i> Independence in the classroom – accessing resources Giving children responsibilities within the classroom <i>Managing Feelings and Behaviour</i> Learning to share and co-operate (sharing as in taking turns not just expecting the other person to hand over something to you) Waiting for a short time for turn – tolerating a delay <i>Making Relationships</i> Working as part of a group Joining in with others by demonstrating friendly behaviour and keeping play going</p>	<p>Developing personal targets</p> <p>Independence in the classroom – accessing resources</p> <p><i>Self Confidence and Self Awareness</i> Expectation that children will speak about needs Expectation that they know they will be listened to by staff and peers <i>Managing Feelings and Behaviour</i> Identifying own feelings and being aware of others Taking turns and sharing Showing self-control when in less closely supervised activities Accepting changes in routine Comforting others and beginning to negotiate <i>Making Relationships</i> Initiating conversations and listening to others Explaining own knowledge and understanding, and asking appropriate questions of others. Beginning to seek a compromise</p>	<p>Developing personal targets</p> <p>Independence in the classroom – accessing resources</p> <p><i>Self Confidence and Self Awareness</i> Confidently trying a range of activities with some personal choice Confidently talking within the classroom about ideas and thoughts and asking for help when needed <i>Managing Feelings and Behaviour</i> Following the class charter and showing understanding of setting boundaries Working as a group and following rules Adapting behaviour as needed and coping with change in routines <i>Making Relationships</i> Playing cop-operatively and solving disputes without requiring adult intervention Listening to the ideas of others and valuing their contributions</p>

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<p><b>Physical Development</b> Moving and handling Health and self-care</p>	<p>Playground games – (things to do at lunch time) Trim trail – how to tackle the various parts of the trim trail Learning to manage own clothes and toileting skills Hand hygiene Looking after own possessions Where to find own name in clothes Learning how to eat fruit Obstacle races with egg and spoon linked to Humpty Dumpty  Safe places for medicines – linked to Miss Polly had a dolly</p>	<p>Following instructions Moving like a bear, beaver or moose Paddling the canoe Dance/movement linked to Diwali and Christmas Go Noodle Handling simple tools- scissors, writing implements, sellotape machine. Fine motor skills – tweezers, beads, pegs e.g.  Carrying dinner tray Using knife and fork at lunchtime Handling a variety of construction materials/kits – assembly and disassembly  Team races Handling small apparatus – bats, balls, bean bags</p>	<p>Big Moves Topic link - Petanque and skittles Pancake races Egg and spoon races Exploring rolling – linked to Easter  Go Noodle Handling simple tools- scissors, writing implements, sellotape machine.  Fine motor skills – tweezers, beads, pegs e.g. hunting for ‘gold’ in compost/sand  Using knife and fork at lunchtime independently  Handling an increasing variety of construction materials/kits – assembly and disassembly  Chasing games – involving dodging and weaving Ball handling skills</p>	<p>Keeping safe in the sun – sunhats, suncream Healthy foods – growing and tasting Riding bikes Athletics – for sports day – running races, novelty races Effect of exercise on heart  Ball handling skills with a partner  Go Noodle Handling simple tools- scissors, writing implements, sellotape machine.  Fine motor skills – letter formation – good size and correct orientation Using knife and fork at lunchtime independently  Handling a wide variety of sizes of mouldable and rigid construction materials/kits – assembly and disassembly</p>

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<p><b>Communication And Language</b> Listening and Attention Understanding Speaking</p> <p><b>Literacy – Reading and Writing</b></p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions</p> <p>Nursery rhymes Learning to recite and sequence: Baa Baa Black sheep Hickory Dickory Dock Miss Polly had a Dolly Humpty Dumpty Twinkle twinkle little star Incy Wincy Spider</p> <p>Other Nursery rhymes as interests/time permits;</p> <p>The wheels on the Bus 1,2,3,4,5 once I caught a fish alive Grand Old Duke of York</p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions Storying – telling an adult a caption, story, news etc Reading own name and writing name Handwriting – letter formation linked to name and linked to phonics Recounts – dictating a sentence Holding a sentence Beginning to write simple sentences Labels for models Captions for models Letters to Plop – owl who was afraid of the dark Letters to Mummy Owl – Owl Babies No-bot the Robot That’s not my Robot - descriptions of robots Labelling the parts of – an owl, a car, a robot, Santa etc Instructions for a robot Write questions to ask the Robot Lists/cards/postcards/wanted posters as appropriate e.g. list of foods to get from the Owl shop That’s not my Santa – description of Santa Letters to Santa Santa’s workshop – wrapping and labelling presents German author Judith Kerr – Mog</p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions Storying – telling an adult a caption, story, news etc Writing name Handwriting – letter formation linked to phonics Recounts – dictating/holding a sentence and beginning to write simple sentences Labels and caption for models and paintings Letters to Easter Bunny Letters to Mr Wolf Labelling the parts of – animals etc Instructions for Easter bunny Lists/cards/postcards/wanted posters/invitations as appropriate</p> <p>The Mixed Up Chameleon Poetry – and rhythm linked to words – clapping syllables to help with spellings Storytelling – Pie Corbett style – The Gingerbread Man The Big Pancake Mr Wolf’s Pancakes</p> <p>Description of our mums Writing cards for mums- Mothering Sunday</p>	<p>Phonics – Floppy’s Phonics based on Letters and Sounds and using Jolly Phonics actions Storying – telling an adult a caption, story, news etc Writing name Handwriting – letter formation linked to phonics Recounts – dictating/holding a sentence and beginning to write simple sentences Labels and caption for models and paintings Labelling the parts of – farm animals, bikes, windmills, etc Lists/cards/postcards/wanted posters/invitations as appropriate</p> <p>Storytelling – Pie Corbett style – the town mouse and country mouse The Stork and the Fox The Little Red Hen Who sank the boat? Rosie’s walk The wind blew Simple descriptions of farm animals – this information used in simple riddles</p> <p>Author - Max Velthuijs Frog and Toad books Dick Bruna – Miffy books</p>

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<p><b>Mathematical development</b></p> <p>Number</p> <p>Shape space and measures</p> <p>Following White Rose but with links to topics when possible</p>	<p>Baa Baa Black sheep - Compare mass of ball of wool to other items</p> <p>Twinkle twinkle little star - Compare height or length of star to other items</p> <p>Hickory Dickory Dock – telling time</p> <p>Incy wincy spider - positional language</p>	<p>Shops – owl food shop – handling real money</p> <p>Shape work – using Beebots – links to UTW- Technology</p> <p>Shape pictures – links to EAD</p> <p>Patterning</p> <p>Counting, addition and subtraction, number recognition</p> <p>Learning to identify and use numicon</p>	<p>Pictograms – who has hats, gloves, scarves on cold days</p> <p>Pictograms- favourite pancake toppings</p> <p>Winter shop – selling gloves, hats and scarves – handling real money</p> <p>Patterning – using pairs of gloves/boots etc</p> <p>Comparing length – to a scarf</p> <p>Comparing/measuring shoe/boot size seasons</p>	<p>Positional language – Rosie’s walk – topic link</p> <p>Capacity – linked to Stork and Fox story</p> <p>Pictogram – favourite farm animal</p> <p>Abstract shape pictures – linked to Piet Mondrian art</p>
<p><b>Understanding the World</b></p> <p>People and Communities</p> <p>The World</p> <p>Technology</p>	<p>Harvest – picking fruit from school grown plants - trees/ tomatoes/ potatoes/ raspberries</p> <p>Autumn – signs of autumn – leaf walks etc</p> <p>Spider hunts – looking for spiders!</p> <p>Stars – what do we know about stars</p> <p>Introduction to Purple Mash, Bug Club and use of ipads and use of Bee bots</p> <p>Taking selfies with ipads (links to PSE)</p>	<p>Diwali – who celebrates this and how</p> <p>Bonfire night – celebrations Using torches to explore shiny/reflective materials</p> <p>Christmas - who celebrates this and how</p> <p>Christmas Performance – the Nativity – Linked to EAD</p> <p>What do we know about Owls</p> <p>Robots – exploring materials</p> <p>Introduction to computers - Purple Mash, Bug Club</p> <p>Use of ipads -taking selfies with ipads</p>	<p>Winter and spring</p> <p>Big Schools Bird Watch</p> <p>Shrove Tuesday - who celebrates this and how</p> <p>Easter - who celebrates this and how</p> <p>Drawing maps for the Easter Bunny</p> <p>Life cycles – frogs/tadpoles</p> <p>What do we know about Madagascan animals e.g. lemurs, fossa, bats, frogs and chameleons</p> <p>Panning for gems/minerals – buried treasure</p> <p>Materials – wrapping up warm in cold weather</p> <p>Computers - Purple Mash, Bug Club. Use of ipads -taking selfies. Drawing using squiggle</p> <p>Safer Internet Day</p>	<p>Summer</p> <p>Life cycles of frogs/tadpoles continued</p> <p>Growing potatoes, tomatoes and runner beans etc</p> <p>Flowers – linked to Netherlands</p> <p>Transport in Holland – bikes and canals – floating and sinking</p> <p>Windmills – what does the wind do? What will blow in the wind?</p> <p>Cheese markets</p> <p>Visit to a farm – farm animals and their products</p> <p>Farm animals and their young</p> <p>Farm maps and machines</p> <p>Computers - Purple Mash, Bug Club. Use of ipads - taking selfies. Drawing using squiggle</p>

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<p><b>Expressive Arts and Design</b></p> <p>Being imaginative</p> <p>Exploring and using media and materials</p>	<p>Dressing up and role play linked to topic e.g. dress up as Miss Polly or the Doctor – and taking selfies – links to Technology</p> <p>Make a Get Well card for the dolly</p> <p>Make a thank you card for the Doctor from Miss Polly and her dolly</p> <p>Make an egg cup for Humpty Dumpty to sit in</p> <p>Who pushed Humpty off the wall?</p> <p>Star music – which instruments sound like twinkle twinkle?</p> <p>Rat a tat tat – which instruments sound like the Doctor knocking on Miss Polly’s Door</p>	<p>Painting, drawing (including use of ICT), collage, printing</p> <p>Recyclable materials – junk models of machine, robots and vehicles</p> <p>Modelling materials – clay mandalas, divas</p> <p>plasticine, playdoh</p> <p>Large classroom robot!</p> <p>Dressing up clothes</p> <p>Puppets, soft toys as props,</p> <p>Role play areas – Owl tree</p> <p>Large robot</p> <p>Listening to music for Diwali dances – Go Noodle</p> <p>Santa’s workshop – wrapping presents</p> <p>Drawing a map for Santa so he knows where you live</p> <p>Christmas Performance – the Nativity</p>	<p>Painting, drawing (including use of ICT), collage, printing</p> <p>Recyclable materials – junk models</p> <p>Habitat boxes for animals</p> <p>Camouflage - chameleons</p> <p>Cards for mums- Mothering Sunday</p> <p>Easter Cards and crafts</p> <p>Weaving – topic link</p> <p>Sculptures – sand and stone</p> <p>sculptures - topic link</p> <p>Roleplay – explorers jeep and observation log/clipboards</p> <p>Snowflake music – choose instruments to fit all kinds of weather</p> <p>Rhythm – clapping beats for names/weather words</p>	<p>Painting, drawing (including use of ICT), collage, printing</p> <p>Recyclable materials – junk models of machines, windmills and bicycles</p> <p>Small world play – farm animals</p> <p>Modelling materials – clay</p> <p>plasticine, playdoh</p> <p>delft pottery designs</p> <p>Piet Mondrian and Theo van Doesburg art – linked to shape</p> <p>Large Piet Mondrian sculpture</p>
<p><i>SEAL – linked to whole school topics</i></p>	<p><i>New Beginnings</i></p>	<p><i>Getting On and Falling Out</i></p> <p><i>Say No to Bullying Week</i></p> <p><i>Expect Respect Week</i></p>	<p><i>Going For Goals</i></p> <p><i>Good to be Me</i></p> <p><i>(Safer Internet Day)</i></p>	<p><i>Relationships</i></p> <p><i>Changes</i></p>



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<p><b>Personal, social and emotional development</b> Self-confidence and self-awareness Managing feelings and behaviour Making relationships</p>	<p>Developing a Class Charter Introducing and following the behaviour policy Learning names of peers/class members Choosing partners for different activities Team work Learning to share and co-operate (sharing as in taking turns not just expecting the other person to hand over something to you) Learning routines  Pulling faces - showing emotions and taking selfies</p>	<p>Developing personal targets  <i>Self Confidence and Self Awareness</i> - Independence in the classroom – accessing resources Giving children responsibilities within the classroom  <i>Managing Feelings and Behaviour</i> Learning to share and co-operate (sharing as in taking turns not just expecting the other person to hand over something to you) Waiting for a short time for turn – tolerating a delay  <i>Making Relationships</i> Working as part of a group Joining in with others by demonstrating friendly behaviour and keeping play going</p>	<p>Developing personal targets  Independence in the classroom – accessing resources  <i>Self Confidence and Self Awareness</i> Expectation that children will speak about needs Expectation that they know they will be listened to by staff and peers  <i>Managing Feelings and Behaviour</i> Identifying own feelings and being aware of others Taking turns and sharing Showing self-control when in less closely supervised activities Accepting changes in routine Comforting others and beginning to negotiate  <i>Making Relationships</i> Initiating conversations and listening to others Explaining own knowledge and understanding, and asking appropriate questions of others. Beginning to seek a compromise</p>	<p>Developing personal targets  Independence in the classroom – accessing resources  <i>Self Confidence and Self Awareness</i> Confidently trying a range of activities with some personal choice Confidently talking within the classroom about ideas and thoughts and asking for help when needed  <i>Managing Feelings and Behaviour</i> Following the class charter and showing understanding of setting boundaries Working as a group and following rules Adapting behaviour as needed and coping with change in routines  <i>Making Relationships</i> Playing cop-operatively and solving disputes without requiring adult intervention Listening to the ideas of others and valuing their contributions</p>

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<p><b>Physical Development</b> Moving and handling Health and self-care</p>	<p>Playground games – (things to do at lunch time) Trim trail – how to tackle the various parts of the trim trail Learning to manage own clothes and toileting skills Hand hygiene Looking after own possessions Where to find own name in clothes Learning how to eat fruit Obstacle races with egg and spoon linked to Humpty Dumpty  Safe places for medicines – linked to Miss Polly had a dolly</p>	<p>Following instructions Moving like a robot/machine Dance/movement linked to Diwali and Christmas Go Noodle Handling simple tools- scissors, writing implements, sellotape machine. Fine motor skills – tweezers, beads, pegs e.g. Owl babies – hunting for wool worms in compost Carrying dinner tray Using knife and fork at lunchtime Handling a variety of construction materials/kits – assembly and disassembly  Team races Handling small apparatus – bats, balls, bean bags</p>	<p>Big Moves Topic link - Petanque and skittles Pancake races Egg and spoon races Exploring rolling – linked to Easter  Go Noodle Handling simple tools- scissors, writing implements, sellotape machine.  Fine motor skills – tweezers, beads, pegs e.g. hunting for ‘gold’ in compost/sand  Using knife and fork at lunchtime independently  Handling an increasing variety of construction materials/kits – assembly and disassembly  Chasing games – involving dodging and weaving Ball handling skills</p>	<p>Keeping safe in the sun – sunhats, suncream Healthy foods – growing and tasting Topic link - riding bikes Athletics – for sports day – running races, novelty races Effect of exercise on heart  Ball handling skills with a partner  Go Noodle Handling simple tools- scissors, writing implements, sellotape machine.  Fine motor skills – letter formation – good size and correct orientation Using knife and fork at lunchtime independently  Handling a wide variety of sizes of mouldable and rigid construction materials/kits – assembly and disassembly</p>