FS1 YEARLY OVERVIEW
Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Can You Sing Me a Song?	Does Everybody Celebrate Christmas?	Do All Stories Have Happy Endings?	What Makes a Good Pet?	What's at the Bottom of my Garden?	How Many Pebbles on a Beach?
Visits and visitors		Whirlow Hall Farm Christmas Visit?	Traditional Tale Theatre Visit	Pet shop visit	Zoo Lab in School Butterflies in School	Seaside Visit Pizza for Parents
Literacy Texts	Baa Baa Black Sheep Twinkle Twinkle Little Star Incy Wincy Spider The Wheels on the Bus 5 Currant Buns Hey Diddle Diddle Down in the Jungle Humpty Dumpty	Hovis the Hedgehog Peppa's Diwali Leaf Man Stick Man Dear Santa The Story of Hanukkah The Nativity	The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk The Gingerbread Man The Three Billy Goats Gruff	Dear Zoo The Great Pet Sale What Pet Should I Get? How to Hide a Lion The Tiger Who Came to Tea Rumble in the Jungle	The Very Hungry Caterpillar Sam's Sandwich Aaaarrgghh! Spider! Norman the Slug With a Silly Shell Yucky Worms The Very Greedy Bee Twist and Hop Minibeast Bop	One is a Snail, Ten is a Crab Billy's Bucket The Singing Mermaid Pirates Love Underpants Pizza for Pirates Mrs Pirate
Number Concepts Rote Counting 1:1 Correspondence Number Recognition Place Value	**Rote counting** Counting songs to 5 Uses some number names and number language spontaneously. **1:1 Correspondence** Counts up to 5 objects Uses some number names Knows that numbers identify how many objects are in a set. accurately in play.	**Rote counting** Counting songs to 5 Counting to 5 **1:1 Correspondence** Counts up to 5 objects, shows a number in different ways e.g. numicon- use number blocks Beginning to represent numbers Compares two groups of	**Rote counting** Counting to 10 **1:1 Correspondence** Counts up to 7 objects, shows a number in different ways e.g. numicon- use number blocks Realises that anything can be counted **Number Recognition** Recognising numbers to 7 **Problem solving**	**Rote counting** Counting to 10 forwards and backwards **1:1 Correspondence** Counts 10 objects accurately using 1:1 touch counting shows a number in different ways e.g. numicon- use number blocks **Number Recognition** Recognising numbers to 10 Shows and interest in	**Rote counting** Counting to 10 from different points **1:1 Correspondence** Counts up to 10 objects, recognising which pile has more by counting **Number Recognition** Recognising numbers to 10 in and out of order **Problem solving** Separates a group of	**Rote counting** Counting beyond 10 Recites numbers in order to 20, possibly with some errors. **1:1 Correspondence** Counts up to 10 objects, recognising which pile has more/less by counting Counts actions or objects which cannot be moved accurately. Counts out 6 from a larger

	Number Recognition Recognising numbers to 5 **Place Value** Shows curiosity about numbers by offering comments or asking questions.	objects saying when they have the same Shows an interest in numerals in the environment. **Number Recognition** Recognising numbers to 5 Sometimes matches numeral to quantity.	Separates a group of objects realising the number is the same. Shows an interest in number problems. **Number Ordering** orders numbers to 10 in a small group with support	representing numbers. Matches numerals and quantities to 10 correctly with support **Problem solving** Separates a group of objects realising the number is the same. Shows an interest in number problems. **Number Ordering** Ordering numbers 1-10 with minimal support	objects realising the number is the same. Shows an interest in number problems. **Number Formations** begins to form numbers 1-5 with support and scaffolds **Number Ordering** Ordering numbers 1-10 with minimal support	group Counts an irregular arrangement of up to ten objects. **Number Recognition** Recognising numbers to 10 and ordering them matches numerals and quantities to 10 correctly without support **Problem solving** Separates a group of objects realising the number is the same. **Number Formations** Forms numbers 1-5 with minimal support **Number Ordering** Ordering numbers 1-10 with minimal support

Shape, Space and Measure Concepts	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows an awareness of shapes in the environment. *orders daily events with a teacher using a visual timetable *groups shapes based on appearance	Uses shapes appropriately for tasks. *orders daily events with a teacher using a visual timetable *identifies 2D shapes square, circle, rectangle and triangle	Uses positional language. Begins to use everyday language to describe shapes. *uses language relevant to capacity during water play e.g. full, empty, nearly full etc.	Selects a particular named shape. Beginning to use mathematical language for 2D shapes. *groups shapes based on appearance and notices the odd one out or can explain why a shape doesn't belong in a group.	Orders two or three items by height or length. Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. *describes some of the properties of 2d shapes *explores 3d shapes during play *Beginning to use mathematical language for 3D shapes.	Orders two items by weight, capacity, height or length Uses familiar objects to create and recreate patterns. Can describe their relative position such as 'behind' or 'next to'. . Orders and sequences familiar events. *begins to use language involved in measuring e.g. long, short, tall, smaller etc.
Writing Concepts	Writes own name Distinguishes between the different marks they make. *Responds to a writing stimulus with appropriate vocabulary *Repeat a sentence, spoken by the teacher, about a stimulus as part of a group e.g. a picture, object or experience. *with support, can clap or stamp to represent the words in that	Writes own name Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. *Can verbalise a shared sentence about a stimulus as part of a group e.g. a picture, object or experience. *Can form handwriting patterns in different media including zig zags, waves, loops,	Writes own name *with support, can clap, stamp, or perform actions to represent the words in a sentence. (e.g. pie corbett) *can write some letters with a model from a teacher and give it meaning. * Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Writes own name Gives meaning to marks as they draw and paint. * can clap, stamp, or perform actions to represent the words in a sentence. (e.g. pie corbett) *can write some letters with a model from a teacher and give it meaning. *Starts to form letters in their independent writing.	Writes own name *Can verbalise a sentence about a stimulus e.g. a picture, object or experience *with support, can count the amount of words in a sentence. * Holds pencil between thumb and two fingers, no longer using whole-hand grasp. *Can form most letters with help from a teacher different	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words orally. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly. Writes own name *can write simple cvc words with a model

	sentence. (e.g. pie corbett) *Can form basic handwriting patterns in different media including zig zags, bouncing balls, circles and lines using different tools. * Holds pencil in a way that is comfortable to them and makes marks on paper.	turrets, bouncing balls, circles and lines.		* Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	media	from a teacher and give it meaning.
Reading Concepts	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …' Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. *sit and listen to an age appropriate story. *offer their opinion and make comments about the story. *begins to show an interest in books, enjoys sitting in the	Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Shows interest in illustrations and print in books and print in the environment. Looks at books independently. * secure in recognising m, a, s ,d, t *link a sound to a RWI Rhyme e.g. responds to m with Maisie mountain mountain. .	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Describes main story settings, events and principal characters Handles books carefully *be able to find target letter from a larger group e.g find all the d's from the sand tray *begin to identify some letter sounds in the environment but not yet secure.	Suggests how the story might end. Listens to stories with increasing attention and recall Recognises familiar words and signs such as own name and advertising logos Knows information can be relayed in the form of print Holds books the correct way up and turns pages	Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Continues a rhyming string. Hears and says the initial sound in words. Enjoys an increasing range of books. * secure in recognising majority offset 1 sounds Recognises other letters in the environment *segments and blends cvc cv vc words with support.

	reading corner and mimicking the action of storytelling through role play.					
Phonics Concepts	See LTP	See LTP	See LTP	See LTP	See LTP	See LTP
PSHE (Jigsaw)	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art *See MTP for knowledge/skills and key questions	Kandinsky- Circles (Paint) Introducing purposeful junk modelling	Lois Ehlert- Illustrator (Natural Art) Making Stick Man	Pencil drawings of characters Marble run Beanstalks with leaf printing.	Printmaking animal patterns.	Henry Matisee- The Snail (Collage)	Making shells out of clay
DT	Making spider pulleys	Christmas tree scultpures- natural materials	Paper plate character Puppets		Making Bug Hotels	Jelly Fish Puppets Tasting seafood/making seafood pasta.
Geography *See MTP for knowledge/skills and key questions	Local walk- what can you see where we live?	*Differences between where we live and the north pole.	Seasonal changes. Different houses and homes.	Where do the different animals live?	Extension on habitats. Bug houses.	Where is the seaside? Where have you been on holiday?
History *See MTP for knowledge/skills and key questions	Link to Ring a Ring a Roses- 1790s Song	History of Christmas		Have you ever had a pet? How old is your pet?		
Science *See MTP for knowledge/skills and key questions	How can we stop Humpty Dumpty from breaking?	How do things melt?	Which materials make the best houses?	What do animals eat?	How do caterpillars turn into butterflies?	How do boats float?

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Festivals/ Celebrations *See MTP for knowledge/skills and key questions	Harvest Festival	Diwali Bonfire Night Christmas Remembrance Day	Chinese New Year	Lent/ Easter	Christian Aid Week Eid	World Ocean's Day Sports Day