

EYFS YEARLY OVERVIEW



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who Lives in the Woods?	Who can help us?	Will you read me a story?	Who is your hero?	Do cows drink milk?	Who lives in the rock pool?
Visits and visitors	Meet a Creature	National Emergency Services Museum/Firefighters in school Local Community Walk Guide Dogs	Tell Tale Hearts Theatre company Suitcase stories (Sheffield Theatres) Parent Secret Readers Bedtime Story Day	Super Hero Dress Up Day Local gardener/ Grandad with allotment	Cannon Hall Farm	The Deep/Pirate Pete Visitor
F2 Literacy Texts	The Wild Woods Owl Babies We're going on a bear hunt Percy The Park Keeper Say Hi to Hedgehogs The Gruffalo Room on the Broom	Zog Georges Dragon at the Fire station Burglar Bill Jolly Postman The Owl Who was Afraid of The Dark Nativity Little Robin Red Vest	Little Red Riding Hood Hansel and Gretel The Elves and the Shoe Maker Rapunzel The Princess and The pea The Ugly Duckling The Hare and the Tortoise	Superworm Supertato Supertato and the Veggies of Doom The Enormous Turnip Oliver's Vegetables Jack and The Beanstalk	How Kind A Squash and A Squeeze Russell The Sheep Farmer Duck The Pig's Knickers The New Pony The Three Little Pigs	Commotion in the Ocean Barry the Fish with Fingers Rainbow Fish The Pirates Next Door Duffy's Lucky Escape (Recycling) The Snail and The Whale Sharing a Shell
F2 Number Concepts Rote Counting 1:1 Correspondence Number Recognition Place Value	Rote Counting Reciting number names to 10 in sequence forwards and backwards 1:1 Correspondence Counts 10 objects accurately using 1:1 touch counting and begins to	Rote Counting Reciting number names to 20 in sequence 1:1 Correspondence Counts objects to 10 & matches numerals and quantities to 10 correctly with support	Rote Counting Reciting number names to 20 in sequence forwards and backwards 1:1 Correspondence Counts objects to 10 & uses this to show different	Rote Counting Reciting number names to 30 in sequence from different points 1:1 Correspondence Counts objects to 20 With accurate correspondence.	Rote Counting Reciting number names to 40 in sequence from different points 1:1 Correspondence Counts objects to 20 & matches numerals and quantities to 20	Rote Counting Reciting number names to 50+ in sequence from different points 1:1 Correspondence Counts objects to 20 & matches numerals and quantities to 20

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<p>Addition and Subtraction</p>	<p>count beyond this with some errors. & matches numerals and quantities to 5 correctly Number Recognition Recognising numbers to 5 in different representations e.g. fingers, dice, amounts Number Ordering Orders numbers to 5 Place Value Comparing two groups of objects, saying when they have the same number, and using language to describe differences Addition & Subtraction Number bonds to 5 addition facts Problem Solving Subitise (recognise quantities without counting) up to 5, sorting representations, finding the odd one out etc Number formation Represents numbers with marks on paper</p>	<p>Number Recognition Recognising numbers to 10 in and out of order Number Ordering Orders numbers to 10 Place Value Composition of numbers to 5. Addition & Subtraction Number bonds to 5 subtraction facts Problem Solving Subitise (recognise quantities without counting) up to 5, sorting representations, finding the odd one out etc Number formation Begins to form numbers 1-5 with support and scaffolds</p>	<p>representations of a given number Number Recognition Recognising numbers to 10 in different representations e.g. fingers, numicon, amounts Number Ordering Orders numbers to 10 with values missing explaining why they are in that order Place Value Composition of numbers to 7. Comparing two groups of objects, saying when they have the same number, and using language to describe differences Addition & Subtraction Number bonds to 7 Addition and subtraction facts Problem Solving Doubles Number formation Begins to form numbers 1-10 with support and scaffolds</p>	<p>Number Recognition Recognising teen numbers and digit values Number Ordering Ordering numbers to 20 Place Value Composition of numbers to 10. Comparing two groups of objects, saying when they have the same number, and using language to describe differences Addition & Subtraction Number bonds to 10 Addition and subtraction facts Problem Solving Odd and even & sharing Number formation Begins to form numbers 1-20 with support and scaffolds</p>	<p>correctly with support Number Recognition Recognising to 20 Number Ordering Ordering numbers to 20 with values missing Place Value Composition of numbers to 10. Comparing two groups of objects, saying when they have the same number, and using language to describe differences Addition & Subtraction Number bonds to 10 Addition and subtraction facts Problem Solving Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Number formation Form numbers 1-20 independently with no reversals</p>	<p>correctly with support. Can fix problems when numeral and quantity don't match Number Recognition Recognising numbers beyond 20 Number Ordering Ordering numbers to 20 with values missing Place Value Composition of numbers to 10 Comparing two groups of objects, saying when they have the same number, and using language to describe differences Addition & Subtraction Number bonds to 10 Automatic recall. Automatic double recall. Problem Solving Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Number formation Form numbers beyond 20 with support</p>
<p>F2 Shape, Space and Measure Concepts</p>	<p>Time-seasons</p>	<p>Measures- height</p>	<p>Measuring weight,</p>	<p>Measures- capacity</p>	<p>Time-seasons</p>	<p>Money- shopping at the seaside.</p>
<p>F2 Writing Concepts</p>	<p>Mark Making: dough disco, music writing, handwriting pattern formation, Writing: giving meaning</p>	<p>Letter formation: Forming letters in the correct direction, dough disco, tummy handwriting</p>	<p>Letter formation: Forming letters in the correct direction, handwriting at tables. Writing: sentence on a</p>	<p>Letter formation: Forming capital letters in the correct direction, handwriting at tables, writing phonics patterns.</p>	<p>Letter formation: Forming capital letters in the correct direction, handwriting at tables, writing red words and</p>	<p>Letter formation: Forming capital letters in the correct direction, handwriting at tables, writing red words and</p>

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	to marks, writing initial sounds, name writing	Writing: cvc lists, morning word writing begins, labelling pictures, name writing, super sentence (copying a given sentence)	line, morning sentence task begins, super sentence (copying a given sentence)	Writing: writing more complex sentences, using set 2 sounds, super sentence (writing about a picture)	phonics patterns. Writing: writing more than one sentence, using set 2 sounds, super sentence (writing about a picture)	phonics patterns. Writing: writing short narratives, using alternative sounds, super sentence (writing about a picture)
F1 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 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.	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, turrets, bouncing balls, circles and lines.	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. * Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	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 media	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 from a teacher and give it meaning.
F2 Phonics Concepts	Phase 1	Phase 2	Phase 3	Phase 4	Phase 4 fluency	Phase 4

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				Consolidation		comprehension
PSHE (Jigsaw)	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art Drawing Painting Sculpture Print making	Jackson Pollock- abstract art prints Explore what happens when they mix colours. Experiment with paint to create different textures. Choose colours for a purpose. Explore how colours can be changed. Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush, Try out paper Colour, line, pattern, texture, shape, form, space	Kandinsky Portraiture - Paint Explore what happens when they mix colours. Experiment with paint to create different textures. Choose colours for a purpose. Explore how colours can be changed. Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush, Try out paper Colour, line, pattern, texture, shape, form, space	Drawings of Castles - Pencil/ charcoal and black pen Use pencils, crayons and pastels to create simple representations of events, people and objects. Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, Chalk pastel Line, pattern, texture, shape, form, space	Giuseppe Arcimboldo- making face sculptures wirh fruits and vegetables. Construct with a purpose in mind using a variety of resources e.g. box modelling equipment. Manipulate material such as clay to achieve a planned effect. Join construction pieces together to build and balance Box modelling equipment Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources Mould, roll, shape, assemble, build, balance, join, attach, potters glue	Printmaking patterns (polyblock relief prints) Use printmaking techniques such as sponge printing/ block printing to create and recreate patterns on paper and fabric. Create simple relief prints using polyblock, handling rollers correctly. Range of materials to print with including man-made and natural materials, Polyblock, rollers, printing ink, ink trays Print, pattern, repeat, shape, colour	JW Turner Seascapes - Pastel/ paint Use pencils, crayons and pastels to create simple representations of events, people and objects. Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, Chalk pastel Line, pattern, texture, shape, form, space
DT Construction Textiles Food General Knowledge I know how to communicate my ideas through talking I know how to use a	Construction Making box habitats Can you construct...? Can you talk about how you are going to make your construction? Can you draw your design?	Food Design a Christmas chocolate What does an appealing food product look like? What will you need to make your product?	Construction Make a character puppet Bridge building Raft building Can you construct...? Can you talk about how you are going to make your construction? Can you	Food Make a healthy meal What does an appealing food product look like? What will you need to make your product? What does your food product taste like?	Textiles Making windmills Making food sacks/seed bags Can you create a...? Can you choose an appropriate material for your creation? I can talk about my	Food Making Ice cream What does an appealing food product look like? What will you need to make your product? What does your food product taste like?

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<p><i>variety of construction materials. I know which tools to use to shape, assemble and join materials I know how I could improve my model. I know what is good about my model. I know why I have chosen those materials I know why this product has been made. I know what this product is for I know what an engineer is</i></p>	<p>I can talk through my ideas before I make a model. I can think of a simple solution to a known problem I can draw my design and talk about it</p> <p>I can use various construction materials to build with. I can join construction pieces together to build and balance. I can construct with a purpose in mind. I can manipulate materials to achieve a planned effect. I can select tools and techniques needed to shape, assemble and join materials I am using. I can use simple tools and techniques competently and appropriately. I can explain how a glue gun is used (by an adult)</p> <p>I can talk about my model. I can say how I could make my model better.</p>	<p>What does your food product taste like?</p> <p>I can decorate a food product to make it appealing.</p> <p>I can peel and chop foods using the correct equipment. I can use simple tools and techniques competently and appropriately</p> <p>I can talk about existing food products. I can</p>	<p>draw your design?</p> <p>I can talk through my ideas before I make a model. I can think of a simple solution to a known problem I can draw my design and talk about it</p> <p>I can use various construction materials to build with. I can join construction pieces together to build and balance. I can construct with a purpose in mind. I can manipulate materials to achieve a planned effect. I can select tools and techniques needed to shape, assemble and join materials I am using. I can use simple tools and techniques competently and appropriately. I can explain how a glue gun is used (by an adult)</p> <p>I can talk about my model. I can say how I could make my model better.</p>	<p>I can decorate a food product to make it appealing.</p> <p>I can peel and chop foods using the correct equipment. I can use simple tools and techniques competently and appropriately</p> <p>I can talk about existing food products. I can talk about my own food product.</p>	<p>ideas before I make something. I can talk about the materials I am going to use. I can select the correct tools and techniques.</p> <p>I can begin to be interested in and describe the texture of things. I can use tools and techniques appropriately e.g. taking needle for a walk over fabric. I can select tools and techniques needed to shape, assemble and join materials i.e. scissors I can experiment to create different textures. I can use simple tools and techniques competently and appropriately.</p> <p>I can share my creation with others. I can explain the process I have used</p>	<p>I can decorate a food product to make it appealing.</p> <p>I can peel and chop foods using the correct equipment. I can use simple tools and techniques competently and appropriately</p> <p>I can talk about existing food products. I can talk about my own food product.</p>
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<p>Music</p>	<p>SINGING Musical learning focus Learning to sing along with nursery rhymes and action song Learning Outcomes. I know how to sing a variety of songs. I know how to recall a variety of songs. I know how to follow a lead.</p> <p>SINGING: Musical learning focus Learning to sing along with nursery rhymes and action song Learning Outcomes. I know how to sing a variety of songs. I know how to recall a variety of songs.. I know how to follow a lead.</p>	<p>MY STORIES Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs.. I know how to perform sounds</p> <p>REFLECT, REWIND AND REPLAY Musical learning focus Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to tap out simple</p>	<p>ME Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to tap out simple rhythms.</p> <p>EVERYONE Musical learning focus Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to explore different sounds</p>	<p>MUSICAL GAMES / ONGOING SKILLS Musical Learning Focus I can feel the beat and join in. I can identify simple instrumentation. I can perform sounds.</p> <p>SAY HELLO TO LITTLE JO Musical Learning Focus Use their voices expressively and creatively by singing songs as part of a musical story. Learning Outcomes I can recall a variety of songs and dances. I can improve my performance through repetition</p>	<p>OUR WORLD Musical Learning Focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes I can follow a lead. I can feel a beat and join in</p> <p>BIG BEAR FUNK Musical Learning Focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place Learning Outcomes I can make up my own movement in response to music. I can tap out simple repeated rhythms. I can talk</p>	<p>BOOMWHACKERS Musical Learning Focus Play tuned (boomwhackers) instruments musically. Learning Outcomes I can perform sounds. I can follow a lead. I can improve my performance by repetition</p> <p>IN THE GROOVE Musical Learning Focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes I can explore different sounds. I can make my own music using different instruments</p>
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		repeated rhythms.			about what I like and dislike	
PE	<p>Football Dribbling Passing Tackling Shooting Ball Control Teamwork Ball familiarisation - moving with a ball - throwing and rolling -swapping equipment -kicking -Keeping control - relay games</p>	<p>Rugby -Swapping different objects -Introduction to a rugby ball</p> <p>Netball -Passing Shooting - throwing and rolling -relay game</p>	<p>Gymnastics Movement Balancing Jumping Rolling Apparatus</p> <p>Like a creature Musical statues 1 foot to 1 foot 2 feet to 2 feet Log / egg roll Benches</p> <p>Dance</p> <p>Movement Choreography</p> <p>Starting and stopping Standing still (freeze) Starting / stopping to music</p>	<p>Cheerleading</p> <p>Motions Stunts Jumps Choreograph</p> <p>Basic Shapes End position only 1 foot to 1 foot 2 feet to 2 feet Simon Says</p> <p>Tennis</p> <p>Bounce, catch Changing direction Throwing and catching Super aimer Surfer Dudes</p>	<p>Cricket</p> <p>Under arm throwing with bean bags Ball familiarisation in hands</p> <p>Rounders</p> <p>Bowling Batting Fielding Game play Batting Fielding Game play</p> <p>Ball familiarisation in hands</p>	<p>Athletics</p> <p>Running Jumping Throwing Relays</p> <p>Moving at different speeds Bunny Hops 1 foot to 1 foot 2 feet to 2 feet Under arm throwing (bean bags) Running 1 at a time</p>
RE	<p>Myself</p> <p>I have a developing awareness of my needs, views and feelings and be sensitive to those of others. I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to understand that I need to treat others, needs, views,</p>	<p>Celebrations and Festivals</p> <p>I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments. I can listen to songs, music and watch dances from a variety of cultural traditions. I know how to respond to significant experiences showing a range of</p>	<p>Places and Symbols</p> <p>I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to develop my own narratives in relation to stories I hear from different communities. I know how to answer 'who', 'how' and 'why' questions about</p>	<p>Religious Stories</p> <p>I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to develop my own narratives in relation to stories I hear from different communities. I know how to answer 'who', 'how' and 'why' questions about</p>	<p>Belonging</p> <p>I can begin to know about their own cultures and beliefs and those of other people.</p>	<p>Believing</p> <p>I can begin to know about their own cultures and beliefs and those of other people. I understand that I need to treat others needs, views, cultures and beliefs with respect.</p>

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	<p>cultures and beliefs with respect. I know how to show sensitivity to others' needs and feelings to form positive relationships.</p>	<p>feelings where appropriate. I know how to respond in a variety of ways to what I see, hear, smell, touch and taste</p> <p>Religious Stories</p> <p>I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to develop my own narratives in relation to stories I hear from different communities. I know how to answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities.</p>	<p>their experiences in response to stories, experiences or events from different traditions and communities.</p>	<p>their experiences in response to stories, experiences or events from different traditions and communities.</p> <p>Significant People</p> <p>I can explore, observe and find out about people, places and objects that matter in different cultures and beliefs. I know how to use a wide range of books, poems and other written materials to ignite their interest.</p>		
Computing	<p>Programming</p> <p>I can use simple instructions to make a floor robot move I can make choices about the buttons and icons, I press, touch or click on.</p> <p>Impact on Humans Technology in our lives What is technology?</p>	<p>Programming</p> <p>I can use simple instructions to make a floor robot move I can make choices about the buttons and icons, I press, touch or click on.</p> <p>Significant People</p> <p>Who is Benjamin</p>	<p>E- Safety</p> <p>I know when to tell an adult when something worrying or unexpected happens while I am using the internet</p>	<p>E- Safety</p> <p>I know when to tell an adult when something worrying or unexpected happens while I am using the internet</p>	<p>Multimedia and Presentation</p> <p>Make seaside posters Take a video of building a sandcastle</p> <p>I know how to move objects on a screen I can create shapes and text on a screen I can take photographs/</p>	<p>Multimedia and Presentation</p> <p>Make seaside posters Take a video of building a sandcastle</p> <p>I know how to move objects on a screen I can create shapes and text on a screen I can take photographs/</p>

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	I know what technology we use at home and how it helps us.	Franklin? Links to electricity. How does it help us?			videos using digital devices	videos using digital devices
<p>Geography</p> <p>Democracy Impact of Humans Equality and Fairness Significant Person</p> <p><i>Maps</i> <i>Compass</i> <i>Fieldwork</i></p> <p>I know where I live I know we need to protect our home and talk about ways we can protect our home e.g. recycling I can ask and answer geographical questions such as 'What is this place like?' I can follow a simple map. I can use a simple key I can study the area around me and find some of the key features</p>	<p>Where do we live? Who helps us in our own community? Local Community walks exploring our local environment Local Knowledge</p> <ul style="list-style-type: none"> • I know how to ask and answer geographical questions such as What is this place like? • Talk about Rawmarsh and Ashwood Road. Where is our school? What surrounds our school? • Locate these on a map. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Identify Ashwood road on a map. • Identify geographical features of Ashwood Road and Parkgate through local walks and class discussions <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns. • Use basic geographical vocabulary to refer to human and physical features <p>Human Vocabulary: <i>Town, house, shop, police station, fire station</i></p> <p>Physical Vocabulary: <i>season, weather, hill, grass, trees, flowers, bushes.</i></p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Uses simple fieldwork and observational skills to study the geography of Rawmarsh <p>Democracy</p> <ul style="list-style-type: none"> • Who is in charge of rotherham? <p>Impact of Humans</p>	<p>Compare our home to famous Castles .</p> <p>Local Knowledge</p> <ul style="list-style-type: none"> • I can follow a simple map • Create a map of classroom and outdoor area for other people to follow. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Identify our classroom in relation to the school. Where is it? What is it near. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to human and physical features of our classroom and outdoor area. <p>Human Vocabulary: • climbing frame, water, sand tray.</p> <p>Physical Vocabulary • tree, bush, soil</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use directional language to describe the location of features on the nap. <p>Democracy</p> <ul style="list-style-type: none"> • Who is in charge of our classroom <p>Impact of Humans</p> <ul style="list-style-type: none"> • whose responsibility is it to care for our classroom? <p>Chunks of Learning and Endpoints</p>	<p>Observe and find out about animals and learn new facts their place in our world How is the seaside different to where I live?</p> <p>Local Knowledge</p> <ul style="list-style-type: none"> • I know how to study the area around me and find some of the key features • Create meadows for sheep/rockpool habitats using grass and natural materials. What key features are needed? How does it differ from where we live? <p>Place Knowledge</p> <ul style="list-style-type: none"> • Identify the features of local meadows and rockpools, both human and physical <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to human and physical features of a meadow/rockpool e.g. flowers, gates etc <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • cannon hall farm trip/seaside trip <p>Democracy</p> <p>Impact of Humans</p> <ul style="list-style-type: none"> • Who is responsible for caring for the animals and environment? <p>Equality and Fairness</p>			

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	<ul style="list-style-type: none"> • How do we look after our local area? <p>Equality and Fairness</p> <ul style="list-style-type: none"> • Does everyone live in the same type of house in the place we are studying? <p>Significant People</p> <ul style="list-style-type: none"> • children's families living in other areas. <p>Chunks of Learning and End Points</p> <ul style="list-style-type: none"> • Exploring our homes, what we find in there, making maps of environments that are important to us eg. the classroom and the street our school us on. Children will take local walks to discuss what they can see in our local area and explore rotherham through google earth. 	<ul style="list-style-type: none"> • Children will be introduced to a map and the purpose of a map. They will explore simple maps, both make believe and real 	<ul style="list-style-type: none"> • Is our home the same as cannon hall farm? How are they different or the same? <p>Chunks of Learning and Fairness</p> <p>Children will visit a farm/seaside and explore the features.. They will compare this to their home and environment</p>
<p>History Democracy I know who ...was. Impact of Humans I know how homelife has changed in living memory Equality and Fairness I know how homelife has changed in living memory Significant Person I know who ...was.</p> <p><i>Chronology</i> I can use words and phrases relating to time <i>Communication</i> I can describe special events <i>Sources</i> I can begin to use a source</p>	<p>Dates to be covered</p> <ul style="list-style-type: none"> • Birth to present day • Children talk about their baby photograph and tell how they have changed <p>Impact of Britain</p> <ul style="list-style-type: none"> • Children talk about what they can do now that they could not do then • influence of their life on their parents? How has parents' lives changed? <p>Historical Concepts</p> <ul style="list-style-type: none"> • Children begin to use words relating to time e.g. month, year, now, then, past, present, change <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Gathering baby photographs to promote discussion about change over time. <p>Democracy</p> <ul style="list-style-type: none"> • Who helps us to grow? Who helps us change? Who makes our choices? Is it fair? 	<p>Dates to be covered</p> <ul style="list-style-type: none"> • Present day compared to 12th century • Look at the features of a castle compared to their homes. <p>Impact of Britain</p> <ul style="list-style-type: none"> • What has changed in homes today? <p>Historical Concepts</p> <ul style="list-style-type: none"> • Children= grow more confident when words relating to time e.g. month, year, now, then, past, present, change <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Go on a trip and gather photographs as a source for comparison. <p>Democracy</p> <ul style="list-style-type: none"> • Does everyone live in the same conditions now? 	<p>Dates to be covered</p> <ul style="list-style-type: none"> • Parents childhood compared to their own in the present day <p>Impact of Britain</p> <ul style="list-style-type: none"> • Children talk about the impact of technology on daily life e.g. smart phones, television, alexia, google <p>Impact on Britain Influence of technology on toys</p> <p>Historical Concepts</p> <ul style="list-style-type: none"> • Difference in daily life for their parents when they were growing up compared to themselves <p>Historical Enquiry</p> <ul style="list-style-type: none"> • investigating the daily life of parents and grandparents when they were children. • Look at parents childhood photos. • Listening to historical accounts from family. • Investigating old toys

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<p>Vocabulary I can talk about the past</p> <p>Using Questions I can ask questions about my families routines and traditions</p>	<p>Impact of humans</p> <ul style="list-style-type: none"> • impact of time on ourselves, our bodies and our abilities. <p>Significant people</p> <ul style="list-style-type: none"> • The self and family <p>History of the wider world</p> <ul style="list-style-type: none"> • How have our family changed? <p>Historical Perspectives in Context</p> <ul style="list-style-type: none"> • When were they born? What significant events have happened in their lifetime? <p>Chunks of Learning and Endpoints</p> <ul style="list-style-type: none"> • What do they know about themselves as babies? How have they changed? What impact has time had on themselves • How much have they changed compared to how much their parents have changed? 		<ul style="list-style-type: none"> • Did everyone live in the same conditions then? Is that fair? <p>Impact of humans?</p> <ul style="list-style-type: none"> • How is life different in our homes? What improvements have their been? 		<p>Democracy</p> <p>Impact of Humans</p> <ul style="list-style-type: none"> • How has change in home technology impacted humans daily life <p>Equality and Fairness</p> <ul style="list-style-type: none"> • Is it fair that our parents grew up without technology that makes life easier? <p>Significant People</p> <ul style="list-style-type: none"> • The self and family <p>History of The Wider World</p> <ul style="list-style-type: none"> • Impact of technology on daily life. <p>History in Context</p> <ul style="list-style-type: none"> • When were their parents born? Was it in the same decade? <p>Chunks of Learning and Endpoints</p> <ul style="list-style-type: none"> • Children will learn about their parents' birthdates, how technology has changed and how daily life was different to their own today • e.g. playing on game consoles. 	
<p>Science</p>	<p><u>Living Things Plants and animals-</u> Plants: What is happening to the trees outside? What are the four Seasons? What happens to the trees in Autumn? I know that the seasons change and so does the weather and I wear clothes which are appropriate to the season</p>	<p><u>Technology and the Physical World Forces:</u> What happens when we build a ramp for the wheeled toys? What happens we build the ramp higher? What do we do to the rope to make the pulley system work? What happens if we push?</p>	<p><u>Technology and the Physical World</u> <u>Materials -what are things made of?:</u> (three little pigs link) What is my house made from? What is the difference between a house brick and a wooden block? What are the toys made from in our</p>	<p><u>Living Things Plants and animals-</u> Plants: Where do vegetables come from? What plants and flowers can we find in our outdoor environment? How did they get there? What are their names? What do seeds need to be able to grow? What is happening to</p>	<p><u>Living Things Humans- Growth and reproduction</u> - Who is in your family? Who is the oldest, who is the youngest? How have you changed from when you were a baby? I can talk about my family and tell you who is the oldest and youngest</p>	<p><u>Earth and Space - Animals and Habitats</u> Where do I live? What do I like about my home? What is different between my home and school? What is different between my home and the seaside? What creatures live in</p>

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	<p>Animals: What animals live in the wild - why would they not make a good pet? What do wild animals need to stay alive? What animals live in our woods/ on the farm?</p> <p>I can name some animals and their babies. I can match animals to their habitats.</p>	<p>I can build a ramp and make cars go faster and slower. I can use a simple pulley system to transport equipment and objects.</p> <p><u>Living Things Humans- Human Needs-</u> What do babies need to stay healthy? What food is good for me? How do we keep our teeth clean? Who helps us in our community? (dentist/ doctor)</p> <p>I can tell you what a baby needs. I can sort some healthy and unhealthy foods. I can clean my teeth with a toothbrush. I know that a dentist looks after my teeth etc</p>	<p>classroom? What happens to ice when it gets hot/ cold? What happens to chocolate?</p> <p>I can sort and name the materials - wood, plastic, glass and metal. I know that water can freeze and also melt. I know that an oven makes things hot and a fridge makes things cold</p>	<p>the trees outside? What are the four Seasons? What happens to the trees in Autumn?</p> <p>I can take care of a seed by giving it water and sunlight. I can name some plants and flowers. I know that some vegetables, like carrots, start life as tiny seed. I know that leaves on trees change and fall during autumn.</p> <p>I know that the seasons change and so does the weather and I wear clothes which are appropriate to the season</p>	<p>I can talk about my baby photograph and tell you what I can do now that I could not do then</p> <p><u>Living Things Plants and animals- Animals and their babies/lifecycles-</u> Where do chicks/butterflies/frogs come from? What are baby cows/sheep/horses called?</p> <p>I can name some animals and their babies. I know the lifecycle of a chick/frog/butterfly.</p>	<p>Rockpools? Could they survive here?</p> <p>I can tell you where I live. I can talk about my house. I know that the seaside is a journey away to the coast</p> <p>I know that sea creatures could not live in my garden because they need special salt water etc</p> <p>Materials - floating and sinking</p>
<p>Festivals/ Celebrations</p>	<p>Harvest Festival</p>	<p>Diwali Bonfire Night Christmas Remembrance Day</p>	<p>Chinese New Year</p>	<p>Lent/ Easter</p>	<p>Christian Aid Week Eid</p>	<p>World Ocean's Day Sports Day</p>