

Year Overview: EYFS Ducklings

2018-19

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Prime Areas | Marvelous Me/Real Life Superheroes Amazing Autumn Winter Wonderland | | Get Out of my Swamp | Taking Off! | Fins, Fur and Feathers | |
| Personal, Social and Emotional Development <ul style="list-style-type: none"> ➤ Making relationships ➤ Self-confidence and self-awareness ➤ Managing feelings and behaviour | Settling in Classroom routines Behaviour systems Supporting children in making new friends | Working out how to be a good friend What to do when you disagree/fall out Sharing | Setting and achieving my own realistic goals Identifying how I can reach my goal | Feeling proud of my achievements Helping others to achieve their goals | Understanding my own feelings and the feelings of others Fair and unfair situations | Transition to Year 1 |
| Physical Development <ul style="list-style-type: none"> ➤ Moving and Handling ➤ Health and Self-care <p>All letter formation to be taught as pre-cursive (entry only)</p> | Managing own personal hygiene Keeping healthy (healthy eating) Parachute games Large apparatus Cutting skills Pencil control: following patterns and writing my own name MM to teach own | Keeping myself safe Dressing and undressing myself independently Throwing and catching (bean bags, balls and quoits) Pencil control: Letter formation MM to teach own | Gymnastics Perform simple rolls – curled up, small, log rolls, sideways with a straight body. Mats, low benches and low level agility tables. Jumping and landing safely Pencil control: Letter formation Tracing MM to teach own | Gymnastics Use large apparatus including the wall bars. Moving safely and sensibly between equipment. Moving in different directions. Moving in different ways – hopping, skipping and jumping Cutting skills Pencil control: Letter formation Threading MM to teach own | Let's Move: Dance Express feelings and emotion through dance. Respond to sounds with appropriate movements. Real life tools – hammers, nails and saws Pencil Control: Letter formation Using tweezers to sort small objects including beans and seeds. MM to teach own | Ball Games Throwing and catching Bats and balls Sports Day Practice Staying safe in the sun Large ride on equipment in the garden – big scooters, tractors and go karts. Pencil Control: Letter formation Sewing MM to teach own |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.

**Communication
and Language**

- Listening and Attention
- Understanding
- Speaking

Throughout the year children will:

- Learn to speak with confidence during circle/carpet times
- Learn to listen and respond appropriately with relevant comments, questions or actions
 - Use appropriate story language to re-enact/re-tell simple and familiar stories
 - Learn new vocabulary relating to topics

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| Specific Areas | | | | | | |
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| <p>Literacy</p> <ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ Phonics | <p>Recognizing own name and continuing and rhyming string orally Opportunities to draw, hold a pencil, write using sand, paint and water. Mark making and writing the initial sounds in words.</p> <p>Book talk: how to hold a book, telling a story through the pictures. Following a story from a big book. Stories with familiar settings. Nursery rhymes.</p> | <p>Writes own name. Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Sequences pictures from familiar stories</p> <p>Attempts to write for a purpose (letters to Santa)</p> <p>Segmenting and blending to read CVC words and tricky words in books.</p> | <p>Writing for different purposes - Labels, Captions, Lists, Recipes, Invitations. Beginning to identify the difference between fiction and non-fiction</p> <p>Reading in a group (guided reading) Beginning to read independently by segmenting and blending. Identifies tricky words.</p> <p>Reading captions and simple sentences</p> | <p>Information Texts – Posters/Leaflets</p> <p>Reading independently</p> <p>Reading captions and drawing illustrations to demonstrate understanding.</p> <p>Poetry</p> | <p>Write simple sentences in a variety of meaningful contexts.</p> <p>Making books and adding their own text – non-fiction.</p> <p>Segmenting and blending sounds in books that are in line with their phonic development. Answers questions about the text they are reading.</p> | <p>Recount writing Identifying and spelling most HFWs/tricky words correctly.</p> <p>Reading with fluidity Continues a rhyming string and alliteration sentences.</p> |
| | <p><u>Letters and Sounds phase 2</u> Oral blending and segmenting cv/cvc</p> <p>HFW - is/it/in/at/to/and/the</p> | <p><u>Letters and Sounds Phase 2</u> Oral blending and segmenting cv/cvc</p> <p>HFW - no/go/I/he/she/we/me/be</p> | <p><u>Letters and Sounds Phase 3</u> Oral blending and segmenting Written blending and segmenting</p> <p>HFW - was/my you Letter names</p> | <p><u>Letters and Sounds Phase 3</u> Oral blending and segmenting Written blending and segmenting</p> <p>HFW-they/her/all/are</p> | <p><u>Letters and sounds Revise Phase 3</u> Revision oral and written blending and segmenting Revise all HFW's</p> <p>Phase 4 Oral and written blending and segmenting – initial blends in words</p> | <p><u>Letters and sounds Phase 4</u> HFW - said/so/have/like/some/come /were/there/little /one/do/when/out/what</p> <p>Begin Phase 5 if necessary for HA</p> |

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| <p>Mathematics</p> <ul style="list-style-type: none"> ➤ Numbers ➤ Shape, Space and Measures <p>TEN TOWN Number formation Number recognition taught daily through the use of 'Ten Town' characters. Repeat where necessary.</p> | <p>Say and use number names in order in familiar contexts.</p> <p>Measures - Capacity</p> <p>Sorting Numicon</p> <p>2D shape</p> <p>Writing Numbers and Number Formation</p> | <p>Counting, ordering and comparing numbers.</p> <p>Shape and pattern</p> <p>Addition by combining groups of objects</p> <p>Positional and directional language</p> <p>Money</p> <p>Writing Numbers and Number Formation</p> | <p>Numbers 10-20+</p> <p>1 More/ 1 Less – using objects and number lines</p> <p>Addition by counting on practically</p> <p>Animal patterns</p> <p>3D shape</p> <p>Tallying</p> <p>Measures - Length</p> | <p>Numbers 0-20+</p> <p>Recording addition and subtraction sums using the correct symbols</p> <p>Counting in 2s and 10s</p> <p>Money</p> <p>3D shape</p> <p>Problem solving</p> <p>Time</p> | <p>Ordering numbers</p> <p>Doubling, Halving and Sharing</p> <p>Symmetry</p> <p>Estimation and comparison</p> <p>Handling Data</p> <p>Position/ direction</p> <p>Writing Numbers and Number Formation</p> | <p>Counting on and back to solve adding and subtracting problems.</p> <p>3D shape</p> <p>Numbers to 100</p> <p>Time</p> <p>Measures - Weight</p> |
| <p>Understanding of the World</p> <ul style="list-style-type: none"> ➤ People and Communities ➤ The World ➤ Technology | <p>ICT – introduction to the iPads and using specific apps (including reading eggs and mathletics for home learning)</p> <p>Use of walky talkies and remote control cars.</p> <p>Where I live Different types of houses in Stanground. People who help us</p> | <p>ICT – firework pictures</p> <p>Learning about Diwali – festival of lights</p> <p>Christmas</p> <p>Talking about events of personal significance</p> <p>Freezing and melting – why do we have snow?</p> | <p>ICT – using a CD player to listen to stories using headphones. Using the iPads to use Reading Eggs and Mathletics independently.</p> <p>Exploring different materials</p> <p>Learning about Chinese New Year, Shrove Tuesday and Easter</p> | <p>What animals do we find in cold/hot places?</p> <p>Recognizing similarities and differences in the world around them</p> <p>Different types of transport around their local area and the wider world – what transport do we need to travel afar?</p> | <p>Floating and sinking</p> <p>Life cycles of different animals including mini beasts</p> <p>Habitats of different animals and mini-beasts</p> <p>The seaside</p> | <p>Identifying changes and giving opinions.</p> <p>Observing changes over time.</p> |
| <p>Religious Education</p> | <p>Ourselves and our family and community</p> | <p>Celebrations and special times – what happens at a festival?</p> | <p>What happens at a wedding?</p> | <p>What happens when a baby is born?</p> | <p>What can we learn from stories from different religions?</p> | |

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| <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ➤ Exploring and using media and materials ➤ Being imaginative | <p>Self portraits Making junk modelled houses</p> <p>Art Focus: using different mark making tools, exploring lines and textures. Accurate drawings of people</p> <p>Colour mixing</p> | <p>Firework pictures Making Diwali lamps from clay Christmas Cards and Calendars</p> <p>Art Focus: clay, dough, boxes, wire, paper, sculpture, mod rock.</p> | <p>Valentine's Day Cards Easter Cards/ Baskets Enormous turnip printing using vegetables</p> <p>Art Focus - Printing using different materials including fruit and veg, wooden blocks, press print, tiles and string.</p> | <p>Mother's Day Cards</p> <p>Use different materials to design and make a vehicle.</p> <p>Collage – animals from around the world</p> <p>Art Focus - Mixing primary colours to make secondary colours, exploring with colour mixing and using a range of tools to make coloured marks.</p> | <p>Use of Water colours to create an under the sea picture</p> <p>Art Focus - Exploring different textures through textiles, clay, plaster and stone. Combining different materials – junk modelling.</p> <p>Creating Simple underwater collages and pictures through simple weaving techniques.</p> | <p>Sewing fish/star fish etc.</p> <p>Art Focus - Exploring different patterns including pain, pencil, different textiles, making patterns in clay and designing patterns in polystyrene printing tiles.</p> <p>Creating Simple underwater collages and pictures through simple weaving techniques.</p> |
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