

## EYFS overview 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key vocabulary	Me, myself, I family Autumn - leaves, change, red, orange, yellow Castle - battlement, portcullis, moat, drawbridge	Wedding - bride, groom, love, married, respect unique Weather - frost, snow, ice, cold Faith - Christian, Christmas, celebrate, bible	problem habitat same/different Earth Space - planet, Jupiter, Mars Arctic - fox, penguin, polar bear camouflage	Ingredients - egg, flour, milk Taste - sweet, salty, sour like/dislike Plant - stem, leaf, root, grow, water, sunlight bored imagination	Life cycle - caterpillar, egg, chrysalis, butterfly Minibeast - insect, arachnid, head, thorax, abdomen Australia - kangaroo, wallaby, koala, duck billed platypus, marsupial, climate Transport - car, van, helicopter, plane, ship, boat, wheel, axle, chain, brake, handlebars, gear	Ocean - fish, octopus, shark, whale rockpool, beach, shore, environment, conservation, limpet Pointillism Growth mindset - determined, resilient, positive, believe strengths, weakness, individual
ROCKS FOCUS	What makes me special?	How do people celebrate differently?	Can I name any explorers of Earth and Space? Where is the arctic?	Which tastes/flavours do I like? How do plants grow? Why do I sometimes feel bored?	How do mini beasts help us? What is life like in Australia?	What is a growth mindset? How can we look after our beautiful planet? How will Year 1 be different from Reception?
Curriculum Focus	PSED UTW History EAD	UTW History Science	UTW Science Geography PSED EAD DT	UTW Science EAD DT	UTW Science Geography EAD DT	UTW Science PSED
Communication and Language	I engage in story time. I listen and follow a simple instruction. I can articulate ideas and thoughts.	I can ask questions. I can talk about stories. I can remember repeated refrains in stories and songs.	I can retell a story. I can make a simple prediction using inference. I can remember some topical vocabulary like 'orbit', 'arctic' and Jupiter.	I can use talk to solve problems. I can use talk to explain. I can ask questions when I need to learn more.	I can name some parts of the world. I know what North, East, South and West mean. I can name a range of minibeasts using terms like 'arachnid' and 'insect'. I can explain similarities and differences. I can use words to comfort a friend.	I can articulate my thoughts, feelings and ideas using well-formed sentences. I use tenses effectively in my speech. I can ask and respond to questions with relevant words and phrases.
Physical Development	I can pinch, pull and roll play-dough. I can do school sitting. I can talk about being healthy.	I can use my 'crocodile fingers' I can use tools like scissors, Sellotape and a hole punch. I can move in a range of ways- walk, crawl, hop and jump.	I can manipulate play dough for a purpose. I can form an increasing range of letters.	I can use large and small equipment in PE I can pour with accuracy I can dig and manipulate seeds and bulbs.	I can use fine motor control to join materials effectively. I can create a dance based on aboriginal traditions.	I can make a list for a healthy lifestyle. I can handle a ball in a range of ways. I can travel in a range of ways. I can balance in a range of ways. I can negotiate space effectively.
Personal, Social and Emotional Development	I understand how special and unique I am.  I know I am a valued member of my classroom home, family home and wider school and local community. I respect others and understand we may have different opinions but that is okay.	Now I understand how special I am, I can now recognise the important roles of my wider family and my place in this special setting.  I can manage self-care more independently.	I can celebrate difference and show respect for the beliefs, thoughts and views of others. I can build and maintain relationships. I can persevere.	I can demonstrate self-regulation. I am resilient. I understand that my actions have consequences. I can learn from my mistakes.	I can show empathy for others. I know how to talk about feelings and I can find ways to feel better and moderate my feelings.	I can reflect on a year in Reception and how I have changed. I can share the ways in which I am special and unique with a new teacher.  I can manage and embrace change. I can express my feelings and consider the feelings of others.

Literacy	Name writing Mark making Favourite story sharing	Initial sounds CVC words Write some letters	Fred talk and blending Write and read captions and simple sentences Create a narrative Red words	Reading with greater fluency Handwriting with greater fluency Use of red words in simple sentences.	Effectively use grapheme/phoneme knowledge to write with purpose on an independent level Reading to a classmate	Write a letter with simple sentences Proof read writing to check for mistakes Read a simple story independently. Explore poetry and rhyme in greater depth
Mathematics	I can count amounts to five I can explore the composition of 3 and 4 I can subitise amounts to 3 I can compare groups of up to 5 objects	I can explore the composition of 5 I can compare groups and find equal groups I can count beyond 5 I can name basic shapes	I can match amounts to numerals I can order numbers I can identify the missing part of 5 I can compare equal and unequal groups I can explore patterns	I can explore 1 more and 1 less I can explore the composition of up to 7 I can explore doubles I can explore odd and even numbers I can investigate length and height	I can use strategies to count larger amounts I can use a 10-frame to help me count I can compare numbers I can investigate weight and capacity	I can investigate 'parts' and 'wholes' I can explore compositions of numbers to 10 I can recall addition facts to 5 I can recall missing parts of 5 I can investigate the relationship between doubles and even numbers.
Understanding the World	I can name the seasons and say some features of Autumn. I can explore changes which happen during Autumn.	I know that the past has already happened and the present is right now. I understand that memories are key to reflection and looking back fondly at times that have already happened – for both myself and my family members. I can spot changes in weather and environment as the seasons change.	I know that living things need food, water and shelter to survive and that animals need the right habitat to flourish. I know that people care for animals and it is important to look after nature and our precious planet. I recognise my responsible role in this. I can look for similarities and differences in different places and habitats. I can show empathy and be inspired by the experiences of people in the past. I know that ice is frozen water and it melts.	I can combine ingredients to make a pancake and notice how the ingredients change with heat and combining. I can use my knowledge of what living things need to flourish and apply it to growing my own bean.	I know how minibeasts contribute to the world we live in. I can respect and care for them, understanding habitats that they need for their survival. I can use my learnt vocabulary to compare life, climate and habitats in the UK with those in Australia. I can identify different ways of travelling and find ways to sort them. I understand that I have a responsibility to look after my planet and that my choice of travel can impact that.	I can use my understanding about the features of my planet and ways to look after it to explore the ocean habitat. I can make links to my local environment and look for features on Wembury beach which are similar to and different from Plymstock.
Expressive Arts and Design	I can describe colours, shapes and textures. I can sort colours. I can act out stories. I can make a flange join.	I can use a split pin. I can use scissors to create a snowflake. I can perform a song and a story in front of an audience.	I can develop storylines in pretend play. I have explored colour mixing and know about primary colours. I can create using a range of media.	I can find ways to be creative with a simple box. I can be imaginative and inventive.	I can design with purpose. I can explain my designs. I can select tools and materials to put my plans into practice. I can move inspired by nature. I can create a storyline with aboriginal symbols.	I can create a 3D model of a rock pool. I can look at the features of an information poster and design and create my own. I know what pointillism is.
Outcomes	Arcimboldo Art Autumn treasure collection Castle paintings	Wedding role-play Snowflake DT Nativity play	Problem solving letters to fairytale characters Astronaut fact file/Moving rockets Penguin project	Runner bean growth Pancake tasting Box creations	Bug hotel Life cycle project Australia presentation Vehicle design Aboriginal dance	Save our seas poster/Wembury trip Pointillism art Letter to new teacher
Focus texts						