

Early Years Overview – 2017-2018

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name / Timescale	<u>Art Attack</u> 3 weeks <i>2 Week Induction, + 1 Week</i>	<u>What a Wonderful World</u> 8 Weeks (+Christmas)	<u>Hocus Pocus</u> 5 Weeks, 2 Days	<u>Home</u> 5 Weeks, 4 Days	<u>Let's Go Lego</u> 6 Weeks, 1 BH	<u>(The Living Planet)</u> 6 weeks, 1 Day
Book/Clip	Art and Max The Magic Paintbrush	My World, Your World The World that Loved Books	Return The Night of the Magical Flight	The Family Book	Iggy Peck, Architect Lego Movie clips	Varmints Planet Earth
Literacy (Phonics throughout)	Writing assessment in front of Lit book Phonics assessments The Magic Paintbrush – what would chn draw to help someone? Art and Max – Chn to paint picture and write about what they have painted	Barnaby Bear – suitcases from 'around the world' My World, Your World – writing about different chn around the world My Culture – chn writing about own culture and traditions The World that Loved Books – chn's ideas of reading and turning into something Handa's Surprise All about me! Christmas story	Science Experiments – make potions and write instructions Story about witch/wizard – chn to sequence story Traditional Stories – Jack and the Beanstalk (magic beans), The Elves and the Shoemaker, Rumpelstiltskin Rhyming – The Night of the Magical Flight Return – drawing with magic chalk and writing about it Things found in a wizard pocket/witches Kitchen, etc.	Comparing old and new Before/now/future – baby pictures Writing a letter/ postcard home and sending it Home book All about me	Instructions on how to build something about of lego Lego comic strip – chn to create their own superhero/ villain Lego movie clip – chn to retell story Rhyming – Iggy Peck, Architect	Dinosaurs Healthy eating Plants and the environment Animals and their babies Animals factfiles Growing cress(?) and writing about it Volcano – bicarbonate and vinegar experiment
Maths	Number	Size	2D shapes – shape	Height – different/	Addition with	Problem Solving

<p>(Number recognition, Ordering, 1:1 counting, numeral writing and number related songs and rhymes and time throughout)</p>	<p>assessments (chanting, 1:1, recognition, ordering, number bonds to 10, one more/one less, shares objects into equal groups, doubles amounts)</p> <p>3d and 2d Shape Assessments</p> <p>Ordering by Size Assessments</p> <p>Patterns – making patterns with sponges and paint</p>	<p>Positional Language</p> <p>3d shape – in own environment/ names/ describing</p> <p>Counting – Handa’s surprise, counting fruit</p> <p>Number Recognition and Recording</p> <p>If the world were a village</p>	<p>pictures, flags,</p> <p>Weight – heaviest/lightest of different objects</p> <p>Distance</p> <p>One more/one less</p> <p>Addition with Practical resources</p>	<p>vehicles</p> <p>Length – measure a journey/non-standard measures with chn pictures (string/footsteps)</p> <p>Subtraction with practical resources</p> <p>2D/3D shapes – sorting</p>	<p>practical resources – lego</p> <p>Height – building lego towers</p> <p>Data collection – eye colour/hair colour etc.</p>	<p>Doubling and Halving</p> <p>Recap of all units</p>
<p>Activity Ideas</p> <p>UW</p> <p>EAD</p> <p>PSED</p>	<p>Laptops – HOW TO USE painting using laptops</p> <p>Mixing Colours</p> <p>Playdough</p> <p>Collage picture using tissue paper</p> <p>Painting skills</p> <p>Being kind/friends</p> <p>Group games</p>	<p>Laptops</p> <p>Tasting Different Foods</p> <p>Languages Spoken by Chn</p> <p>Flag making</p> <p>Musical instruments from around the world</p> <p>Making/designing flags</p> <p>Dragon dancing</p>	<p>From story return</p> <p>Technology based</p> <p>Laptops purple mash – create your own animal</p> <p>Junk modelling</p> <p>Draw what is in my jar – dream jars</p> <p>Painting skills</p> <p>Similarities and differences between themselves and</p>	<p>Homes/houses – where do they live? In what?</p> <p>Helium balloon release experiment – how far can they travel?</p> <p>People who help us</p> <p>Programming beebots/ building on top</p> <p>Make home out of junk modelling</p>	<p>Construction - telling instructions for building</p> <p>Lego challenge cards</p> <p>Laptops</p> <p>Printing with Lego</p> <p>Clips from Lego movie</p> <p>Programming lego cars – building on top</p>	<p>Laptops - typing</p> <p>Keeping healthy/Healthy eating</p> <p>Environment – rot zone, Minibeast hunt</p> <p>‘Blue Planet’ – Looking at a range of Sea creatures</p> <p>Maps – Look at seas and where certain creatures may be found</p>

		<p>Songs from around the world</p> <p>My World, Your World – friends around the world</p> <p>Being Kind/Friends</p> <p>Feelings</p> <p>School Rules</p>	others	<p>Painting outside my window</p> <p>Group games</p> <p>Sharing family holidays/trips</p>	<p>Resolving conflict, being kind, negotiating, teamwork skills</p> <p>Sharing</p>	<p>(habitats and why)</p> <p>Sketching nature</p> <p>Leaf rubbing</p> <p>Bark rubbing</p> <p>Still life</p> <p>Pressing flowers</p> <p>Transition to Year 1</p> <p>Thinking positive</p> <p>It's good to be me</p> <p>Goals for next year</p>
Festivals		<p>Yom Kippur (30/9/17)</p> <p>Diwali (18/10/17)</p> <p>Harvest</p> <p>Guru Nanak's birthday (04/11/17)</p> <p>Christmas</p>	<p>World Religion Day (19/01/18)</p> <p>Chinese New Year (16/08/17)</p> <p>Lent (14/02/18)</p>	<p>Easter (1/04/18)</p> <p>Mother's day (13/05/18)</p> <p>Holi (2/03/18)</p>	<p>Eid (15/06/17)</p> <p>Vesak Day (29/05/18)</p>	<p>Tanabata (07/07/18)</p>
Role Play	Gallery (Cash Desk)	Travel Agents – artefacts from around the world.	Potion – Laboratory	Astronaut station	Construction Centre	Zoo – Where they came from?
Cooking		Different foods from around the world	Smoothies – Changing the colour			Fruit Kebabs

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name / Timescale	<u>Art Attack</u> 3 weeks <i>2 Week Induction, + 1 Week</i>	<u>What a Wonderful World</u> 8 Weeks (+Christmas)	<u>Hocus Pocus</u> 5 Weeks, 2 Days	<u>Home</u> 5 Weeks, 4 Days	<u>Let's Go Lego</u> 6 Weeks, 1 BH	<u>(The Living Planet)</u> 6 weeks, 1 Day
Literacy	Reading Writing (Phonics throughout)	Reading Writing	Reading Writing	Reading Writing	Reading Writing	Reading Writing
	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. <p><u>Writing</u></p> <ul style="list-style-type: none"> Writes own name and other things such as labels, captions. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words Continues a rhyming string. Hears and says the 	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. Enjoys an increasing range of books. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. <p><u>Writing</u></p> <ul style="list-style-type: none"> Gives meaning to 	<ul style="list-style-type: none"> Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. <p><u>Writing</u></p> <ul style="list-style-type: none"> Writes own name and other things such as labels, captions. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and 	<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. <p><u>Writing</u></p> <ul style="list-style-type: none"> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> They read some common irregular words. They demonstrate understanding when talking with others about what they have read Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. <p><u>Writing</u></p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence They write some irregular common words 	<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read <p><u>Writing</u></p> <ul style="list-style-type: none"> Writes own name and other things such as labels, captions. Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words They write simple sentences which can be read by

	<p>initial sound in words.</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<p>marks they make as they draw, write and paint.</p> <ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	<p>sounding the letters of the alphabet.</p> <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Attempts to write short sentences in meaningful contexts. • Children use their phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • Attempts to write short sentences in meaningful contexts. • They write simple sentences which can be read by themselves and others 	<ul style="list-style-type: none"> • They write simple sentences which can be read by themselves and others • Some words are spelt correctly and others are phonetically plausible 	<p>themselves and others</p> <ul style="list-style-type: none"> • Some words are spelt correctly and others are phonetically plausible
<p>Maths</p> <p>Number</p> <p>Shape, space and Measure</p>	<p><u>Number</u></p> <p>Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • In practical activities and discussion, beginning to use the vocabulary involved in 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them. • Begins to identify own mathematical problems based on own interests and fascinations. • Children count reliably with numbers from one to 20, place them in order and say which number is one more or 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Records, using marks that they can interpret and explain. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • Finds the total number of items in two groups by 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Children estimate a number of objects and check

	<ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10 • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. <p>Children count reliably with numbers from one to 20</p> <p><u>SSM</u></p> <ul style="list-style-type: none"> • Uses familiar objects and common shapes to create and recreate patterns and build models • Recognise, create and describe patterns • Can describe their relative position such as 'behind' or 'next to'. • Children use everyday language to talk about size, weight, position 	<p>be moved.</p> <ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10 • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Children count reliably with numbers from one to 20 <p><u>SSM</u></p> <ul style="list-style-type: none"> • Children use everyday language to talk about size, weight, position • Uses familiar objects and common shapes to create and recreate patterns and build models. • Selects a particular named shape. • Children use everyday language to talk about capacity • Orders two items by weight or capacity 	<p>adding and subtracting.</p> <ul style="list-style-type: none"> • Counts out up to six objects from a larger group. <p><u>SSM</u></p> <ul style="list-style-type: none"> • Children estimate, measure, weigh and compare and order objects and talk about properties • Children use everyday language to talk about size, weight, position • Children use everyday language to talk about money • Selects a particular named shape • Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Orders two items by weight or capacity 	<p>one less than a given number</p> <ul style="list-style-type: none"> • Place numbers in order and say which number is one more or one less than a given number • Finds one more or one less from a group of up to five objects, then ten objects. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. <p><u>SSM</u></p> <ul style="list-style-type: none"> • Orders two or three items by length or height. • Children estimate, measure, weigh and compare and order objects and talk about properties 	<p>counting all of them.</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number <p><u>SSM</u></p> <ul style="list-style-type: none"> • Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them 	<p>quantities by counting up to 20.</p> <ul style="list-style-type: none"> • They solve practical problems that involve combining groups of 2, 5 and 10, or sharing into equal groups. • Solve problems, including doubling, halving and sharing. • Begins to identify own mathematical problems based on own interests and fascinations. <p><u>SSM</u></p> <ul style="list-style-type: none"> • Beginning to use everyday language related to money • Children use everyday language to talk about money • They explore characteristics of everyday objects and shapes and use mathematical language to describe them
--	---	---	---	--	---	--

Outdoor activity ideas 2017-18

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name / Timescale	<u>Art Attack</u> 3 weeks <i>2 Week Induction, + 1 Week</i>	<u>What a Wonderful World</u> 8 Weeks (+Christmas)	<u>Hocus Pocus</u> 5 Weeks, 2 Days	<u>Home</u> 5 Weeks, 4 Days	<u>Let's Go Lego</u> 6 Weeks, 1 BH	<u>(The Living Planet)</u> 6 weeks, 1 Day
Activities	Treasure hunt – could be linked to finding sounds for phonics Positional cues to get to places/clues Painting with sponges and other materials Making collage of natural resources Chunky Chalk	Natural rainbow with leaves	Making spells/potions using natural materials Magic Show		<i>Sports Day</i> Construction area outside	Den making Nature and local environment Minibeast hunt Observe changes in nature
Trip ideas						

Every Term – **Maths** learning opportunities provided in free flow for children to achieve the following EYFS L&D statements:

Number

40-60 months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

ELGS

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Exceeding descriptor

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 and 10, or sharing into equal groups.

Shape, Space and Measure

40-60 months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

ELGS

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Exceeding descriptor

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Every Term – **Literacy** learning opportunities provided in free flow for children to achieve the following EYFS L&D statements:

Reading
40-60 months

- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Links sounds to letters, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Enjoys an increasing range of books
- Knows that information can be retrieved from books and computers

ELG S

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Exceeding descriptor

Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Writing
40-60 months

- Gives meaning to marks they make as they draw, write and paint
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together
- Links sounds to letters, naming and sounding the letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts

ELGS

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and other are phonetically plausible.

Exceeding descriptor

Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.