










St Peter's Church of England Primary School

Faith, Family, Future






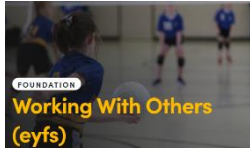
EYFS OVERVIEW

2024-2025

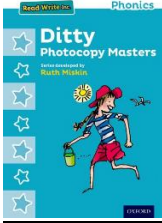
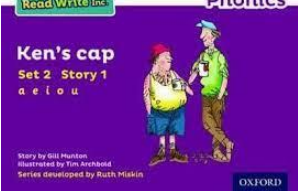
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Dinosaurs</p> 	<p>Transport</p> 	<p>We are Scientists</p> 	<p>Animals</p> 	<p>Natural Art</p> 	<p>The Seaside</p> 
Texts	<ul style="list-style-type: none"> • Harry and his Bucket full of Dinosaurs go to school. • We're going on a Bear Hunt • Oi Frog • Hooray for Fish 	<ul style="list-style-type: none"> • The Nativity • The Naughty Bus • The Old Woman and the Red Pumpkin 	<ul style="list-style-type: none"> • Bedtime For Monsters • Anna Hibiscus Song 	<ul style="list-style-type: none"> • Tanka, Tanka Skunk • A New House for Mouse • What the Ladybird Heard 	<ul style="list-style-type: none"> • The Bog Baby • Stanley's Stick • Yucky Worms 	<ul style="list-style-type: none"> • Biscuit Bear • Here's a Little Poem • The Train Ride
Prime Areas						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Taking turns. -Everyone is different. -Different feelings (introduction of the zones of regulation). - Sharing resources with others. -Making friends -Developing relationships with adults. -Selecting & using resources in their 	<ul style="list-style-type: none"> -Dangers in the environment. -Adults we can trust. -How rules keep us safe. -The importance of sharing and taking turns. -Continuing to develop friendships & relationships -Exploring feelings - Increasingly following rules and boundaries - Safety when 	<ul style="list-style-type: none"> -People who are special to us. -Members of our family. -The importance of sharing and taking turns. -Everyone is different and special. -Showing independence in selecting & using resources -Identify the range of feelings and how others may feel 	<ul style="list-style-type: none"> -Importance of oral hygiene. -Healthy foods. -Healthy life style. -The importance of washing our hands. - Caring for our world and animals - Understanding why the world needs to be cared for. -Begin to regulate their behaviour -Show independence in managing their needs 	<ul style="list-style-type: none"> -Everyone is an individual. - Being a good friend to everyone. - Taking turns - Kind hands - Using kind words - Sharing toys and friends - Caring for the wider world. -Expressing & moderating feelings -See themselves as valuable individuals (within a family unit) 	<ul style="list-style-type: none"> -The importance of sharing and taking turns. -Sun safety. -Pollution in the ocean. - Transition to Year 1 - Spending time with their new teacher and TA. - Understanding that change happens -Manage own basic hygiene -Working cooperatively & taking

	<p>new classroom setting</p> <ul style="list-style-type: none"> -Getting used to new routines & rules 	<p>travelling in a car.</p> <ul style="list-style-type: none"> - Crossing the road safely. 	<ul style="list-style-type: none"> -Begin to take on challenges and show perseverance 	<ul style="list-style-type: none"> -Begin to show resilience in the face of challenge 	<ul style="list-style-type: none"> -Finding solutions to conflicts Explain reasons for rules 	<p>turns with others</p> <ul style="list-style-type: none"> -Show understanding of others feelings & perspectives -Give focused attention
	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> -Understand how it feels to belong and that we are similar and different. -Start to recognise and manage my feelings -Work together and consider other peoples feeling. -Understand why it is good to be kind and use gentle hands. -Starting to understand children’s rights and this means we should be allowed to play and learn. -Learning what being responsible means 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> -Identify what I am good at and understanding that everyone is good at different things. -Understand that being different makes us all special. -Know we are all different but the same in some ways. -Why my home is special to me. -how to be a kind friend. -Know what words to use to stand up for myself when someone does or says something unkind 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> -Understand that if I persevere I can tackle challenges -Talk about a time I didn’t give up until I achieved my goal -Set a goal and work towards it -Use kind words to encourage people -Understand the link between what I learn now and the job I might like to do when I’m older -Say how I feel when I achieve a goal and know what it means to feel proud 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> -Understand that I need to exercise to keep my body healthy -Know which foods are healthy and not so healthy and can make healthy eating choices. -Know what the word ‘healthy’ means and that some foods are healthier than others. -Know how to help myself go to sleep and understand why sleep is good for me. -Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. -Know what a 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> -Identify the jobs I can do in my family. -Know how to make friends and not be on my own. -Think of ways to solve problems and stay friends -Starting to understand the impact of unkind words -Use calm me time to help manage my feelings. -Know how to be a good friend. 	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> -Name different parts of the body. -Talk about things that –Talk about things that I can eat to be healthy. -Understand that we all change from babies to adults. -Express how I feel about moving to Year 1. -Talk about exciting things that will happen in Year One. -Share what I enjoyed in Reception

				stranger is and how to stay safe if a stranger approaches me.		
Communication and Language	<ul style="list-style-type: none"> -Able to sit in a circle and wait their turn to speak. - Repeats modelled sentences. -Begins to direct their speech at an adult. -Interacts with peers during play responding to direct questions and play activities. 	<ul style="list-style-type: none"> -Asking questions. -How sound is created. -The role of a mechanic. -What is a machine? -Speaks on their turn. -Voice is audible in a group and a basic sentence is used. -Interaction with peers is expressive and shows their needs and wishes. -Answers direct questions from adults and approaches them with worries or needs. 	<ul style="list-style-type: none"> -The members of our family. -Families are unique. -What is a grandparent? -Knows the rules of a circle and puts their hand up to speak or waits. -Eye contact is made and voice is directed at listeners. -Sentence is used, only sometimes needing a model or stem. -Peer interaction is back and forth, with pauses and responses from each. -Adults are engaged in conversation when playing alongside. -Questions are answered with basic responses. 	<ul style="list-style-type: none"> -Different vegetables. -What happens on a farm. -Kenya is a country in Africa. -Topics of interest result in extended conversations where conjunctions are used. -Questions are responded to and basic questions are asked. -Peer interaction is sustained and questions are asked and answered during the interaction. -There are clear pauses to show listening. -Answers show awareness that they have listened. 	<ul style="list-style-type: none"> -The purpose of a zoo. -Endangered animals. -Asking questions. -Different animals and species. -Pupils are given opportunities to explain by using why and how questions. -More complex questions are being asked. -Pupils are beginning to wonder and know how to seek answers from adults. -Pupils are confident and will approach known adults and familiar friends. -Pupils take account of what has been said, responding in an appropriate way. 	<ul style="list-style-type: none"> -Occupations at sea. -The ocean. -Different sea life. -Pupils are offering their own explanations for things, using increasing vocabulary. -Questions are understood and responded to appropriately. -They are able to share their feelings about things and show some emotional literacy. -Taught vocabulary is used in different contexts to show mastery.

Physical Development	<p><u>Me and Myself</u></p>  <ul style="list-style-type: none"> • Dough Disco • Gross Motor Dancing • Glitter Trays • Large Letter Forming 	<p><u>Movement Development</u></p>  <ul style="list-style-type: none"> • Dough Disco • Gross Motor Dancing • Glitter Trays • Large Letter Forming 	<p><u>Throwing and Catching</u></p>  <ul style="list-style-type: none"> • Dough Disco • Gross Motor Dancing • Glitter Trays • Large Letter Forming 	<p><u>Ball Skills</u></p>  <ul style="list-style-type: none"> • Dough Disco • Gross Motor Dancing • Glitter Trays • Large Letter Forming 	<p><u>Fun and Games</u></p>  <ul style="list-style-type: none"> • Dough Disco • Gross Motor Dancing • Glitter Trays • Large Letter Forming 	<p><u>Working with Others</u></p>  <ul style="list-style-type: none"> • Dough Disco • Gross Motor Dancing • Glitter Trays • Large Letter Forming
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Specific Areas

Read Write Inc and Literacy	<p><u>Sound lessons and Word Time</u></p> 	<p><u>Ditty</u></p> 	<p><u>Red Level Books</u></p> 	<p><u>Green Level Books</u></p> 	<p><u>Purple Level Books</u></p> 
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Mastery in Number	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about 	<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame 	<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes
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	<p>what they can see, to develop their conceptual subitising skills</p> <ul style="list-style-type: none"> • spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 	<ul style="list-style-type: none"> • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
White Rose Shape, Space and Measure	<ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity 	<ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity 	<ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes

	<ul style="list-style-type: none"> • Explore simple patterns • Copy and continue simple patterns • Create simple patterns • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<ul style="list-style-type: none"> • Compare capacity • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<ul style="list-style-type: none"> • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations 			
Understanding the world	<p>-Our immediate environment.</p> <p>-The similarities and difference between our lives and others.</p> <p>-Exploring the new environment.</p> <p>-Similarities and differences of the natural world.</p> <p>-Similarities and different of the past and present.</p>	<p>-Exploring the natural world.</p> <p>-Similarities and different of the past and present.</p> <p>-Occupations of the people around us.</p> <p>-Transport from the past.</p> <p>-How transport has changed over time.</p>	<p>-Our immediate environment.</p> <p>-Similarities and differences of different cultures and religions.</p> <p>-Similarities and different of the past and present.</p> <p>-Changes of the natural world.</p> <p>-Exploring the past.</p>	<p>-Our immediate environment.</p> <p>-Exploring the natural world.</p> <p>-Similarities and different of the past and present.</p> <p>-Changes of the natural world.</p> <p>-Exploring the past.</p> <p>-Naming animals from different environments.</p> <p>-Understanding what extinct means</p>	<p>-Our immediate environment.</p> <p>-Similarities and different of different countries.</p> <p>-Exploring the natural world.</p> <p>-Similarities and differences of different cultures and religions.</p> <p>-Similarities and differences of the natural world.</p>	<p>-Our immediate environment.</p> <p>-Similarities and different of different countries.</p> <p>-Exploring the natural world.</p> <p>-Similarities and differences of the natural world.</p> <p>-Similarities and different of the past and present.</p> <p>-Occupations of the people around us.</p>

	<p>-Changes of the natural world. - Recognise some environments that are different to the one in which they live. -Women in history</p>			<p>- Caring for the world</p>	<p>-Occupations of the people around us. -Changes of the natural world. changing states of matter.</p>	<p>-Changes of the natural world.</p>
<p>RE</p> 	<p><u>Creation</u> Who are Christians? What is the Bible? What is a VIP? Why is God's name special to Christians? Why do Christians call God an amazing creator? Why did God make jellyfish? Are all animals important to Christians? How do Christians look after the world?</p>	<p><u>Incarnation</u> Who is Jesus? What are the special stories about Jesus in the Bible? What do Christians do to get ready for Christmas? What do Christians do in church at Christmas? What special things do Christians do at Christmas to share God's love? What special things do Christians do at Christmas to share God's love?</p>	<p><u>New Testament Stories</u> Who were Jesus's friends? Who are Jesus's friends? What is a parable? What do Christians learn from parables? What is a miracle?</p>	<p><u>Salvation</u> What is the big story? Why do Christians eat pancakes on Shrove Tuesday? Why is a palm cross a special symbol? How do Christians use crosses to celebrate Easter? How do Christians celebrate Easter? What do Christians learn from the Easter story?</p>	<p><u>Old Testament Stories</u> What is a promise? Can you always see a promise? Why do Christians trust God to keep his promises? What can we learn from Old Testament Stories?</p>	<p><u>World Stories</u> What can we learn about the Jewish faith from the story of Jonah? What does the story of David and Goliath teach us about Judaism? Why are tiny ants special to Muslims? What does the story of the milk and the jasmine flower teach us about Sikhi? What can we learn about the Hindu faith from the story of Rama and Sita? What can we learn about Hinduism from the story of the pearls and the crow?</p>
<p>Computing</p> 	<p><u>All About Instructions</u> -Follow instructions as part of practical activities and games</p>	<p><u>Programming Beebots</u> -Understand the meaning of directional arrows -Follow a simple sequence of</p>	<p><u>Introducing Data</u> -Understand how to sort and categorise objects.</p>	<p><u>Using a Computer</u> -Learn what a keyboard is and how to locate relevant keys. -Learn how to log in and log out.</p>		

	<ul style="list-style-type: none"> -Learn to give simple instructions -Follow instructions as part of practical activities and games and to learn to debug when things go wrong. -Give simple instructions. -Learn that an algorithm is a set of instructions to carry out a task, in a specific order. -Predict the outcome of an algorithm. 	<ul style="list-style-type: none"> instructions -Experiment with programming a Beebot/Blue-bot -Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. -Experiment with programming a Beebot/Blue-bot and to learn how to give simple commands -Learn to debug instructions, with the help of an adult, when things go wrong -Learn that an algorithm is a set of instructions to carry out a task, in a specific order -Follow an algorithm as part of an unplugged game -Learn to debug instructions, with the help of an adult, when things go wrong 	<ul style="list-style-type: none"> -Explain how items have been sorted and categorised. -Explore and understand the concept of branch databases -Understand how to represent data in a pictogram -Understand how to read a simple Pictogram 	<ul style="list-style-type: none"> -Understand why we need to log in and out. -Learn what a mouse is and to develop basic mouse skills such as moving and clicking. -Use a simple online paint tool to create digital art. 		
Expressive Arts and Design	<ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher. -Make use of props and materials when role playing characters in narratives and stories. -Perform songs, rhymes, poems and 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Make use of props and materials when role playing characters in narratives and stories. - Safely use and explore a variety of 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Make use of props and materials when role playing characters in narratives and stories. - Perform songs, rhymes, poems and 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Make use of props and materials when role playing characters in narratives and stories. - Perform songs, rhymes, poems and 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Make use of props and materials when role playing characters in narratives and stories. - Perform songs, rhymes, poems and 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Make use of props and materials when role playing characters in narratives and stories. - Safely use and explore a variety of materials, tools and techniques, experimenting with

	<p>stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Sing a range of well-known nursery rhymes and songs. 	<p>materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. -Sing songs from our Nativity -Join in with our Nativity play 	<p>stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Sing a range of well-known nursery rhymes and songs. 	<p>stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Sing a range of well-known nursery rhymes and songs. 	<p>stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Sing a range of well-known nursery rhymes and songs. 	<p>colour, design, texture, form and function.</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. - Sing a range of well-known nursery rhymes and songs.
<p>Music</p> 	<p><u>Discovering the Environment</u></p> <ul style="list-style-type: none"> -Listening to familiar songs and joining in. -Singing Nursery Rhymes as a group. -Using the environment and resources and make music. 	<p><u>Celebration Music</u></p> <ul style="list-style-type: none"> -Learn about music from another culture, particularly when related to the festival of Diwali. -Respond to music with movement. -Learn about music from another culture, particularly when related to the 	<p><u>Exploring Sounds</u></p> <ul style="list-style-type: none"> -Explore using our voices to make a variety of sounds. -Explore how to use our bodies to make sounds -Explore different sounds and think about tempo. 	<p><u>Music and Movement</u></p> <ul style="list-style-type: none"> -Understand why songs have actions. -Learn some simple Makaton signs to accompany a song. -Explore beat through body movement. 	<p><u>Musical Stories</u></p> <ul style="list-style-type: none"> -Listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story. -Move to music with instruction, changing movements to match the tempo, 	<p><u>Big Band</u></p> <ul style="list-style-type: none"> -Discuss what makes a musical instrument -Learn what an orchestra is -Copy and follow a beat -Follow a beat using an untuned instrument -Experiment with playing tuned and untuned instruments

		<p>festival of Hanukkah.</p> <ul style="list-style-type: none"> -Learn the names of some traditional Jewish musical instruments. -Play and move to traditional Jewish Hanukkah music. -Learn about music from another culture, particularly when related to the festival of Kwanzaa. Take part in a traditional call and response song. -Find classroom objects to use as drums and play in response to African music. -Learn about traditional Christmas music. -Take part in a group song involving singing, voice sounds and playing instruments. -Sing and move to a Christmas song. -Suggest appropriate actions 	<ul style="list-style-type: none"> -Explore the sounds of different instruments -Experiment with tempo and dynamic when playing instruments. -Identify sounds in the environment and differentiate between them. -Use musical vocabulary when describing environmental sounds. -Identify and describe familiar nature sounds and differentiate between them -Use voices to imitate natural sounds. 	<ul style="list-style-type: none"> -Express feelings and emotions through movement to music. -Explore beat through body movement. -Express feelings and emotions through movement to music. -Explore pitch and tempo through scarf dancing and body movement. -Express feelings and emotions through movement to music. -Perform action songs to a small audience. 	<p>pitch or dynamic of the piece.</p> <ul style="list-style-type: none"> -Talk about how a piece of music makes you feel. -Listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story. -Understand that music and instruments can be used to convey moods or represent characters. -Talk about how a piece of music makes you feel. -Use actions to retell a story to music -Sing and perform a group song -Learn how instruments can represent a certain mood, character or action -Experiment with the sounds of different instruments 	<ul style="list-style-type: none"> -Play in time to familiar songs -Choose appropriate instruments to represent different parts of a song. -Perform a practised song to a small audience
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		<p>to match song lyrics. -Sing and move to Christmas songs.</p>			<ul style="list-style-type: none">-Create a musical story based upon a familiar routine-Use instruments to represent moods or actions-Play an instrument as part of a group story-Create a musical story based upon a familiar routine-Use movement to express moods or actions within a musical story-Play an instrument as part of a musical story and perform as a group	
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