


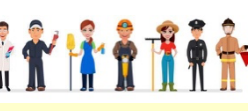
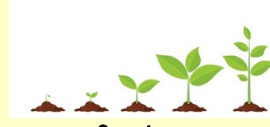




	Autumn 1 (7 weeks) 2 blocks	Autumn 2 (7 weeks)	Spring 1 Block 1 (7 weeks)	Spring 2 Block 1 (3 weeks)	Spring 2 Block 2 (3 1/2 weeks)	Summer 1 (5 weeks)	Summer 2 (6 weeks)
Topic	 <p><u>Once upon a time...</u></p> <p>(Narrative focus) The Little Red Hen (2 weeks)</p> <p>The Three Little Pigs (2 weeks)</p> <p>(Non-Fiction Focus) Houses and Homes (2 weeks)</p>	 <p><u>Autumn</u></p> <p>Autumn/Harvest/ Celebrations</p>	 <p><u>Winter</u></p> <p>Cold places around the world</p>	 <p><u>People who help us</u></p> <p>(Non-fiction focus)</p> <p>Linking with Healthy Eating/ Hygiene</p>	 <p><u>Growing</u></p> <p>Signs of spring</p>	 <p><u>It's alive!</u></p> <p>Minibeasts</p> <p>Incredible Eggs</p>	 <p><u>Our Wonderful World</u></p> <p>Journeys and transport (Non-fiction focus)</p>
Enrichment	<p>Exploring our school grounds.</p> <p>Walk around our local area to look at different types of houses.</p>	<p>Heaton Park/Peel Park Visit</p> <p>Cathedral Visit</p>	<p>Chinese New Year (Feb 1st...year of the Tiger)</p> <p>Shrove Tuesday 1st March</p>	<p>Visitors: Nurse Dental Nurse Firefighter</p> <p>FAIRTRADE FORTNIGHT 21st February -6th March</p> <p>WORLD BOOK DAY - Thursday 3rd March</p>	<p>Garden Centre Visit</p>	<p>Farm visit</p> <p>Incredible Eggs (Duck eggs)</p> <p>Caterpillars</p>	<p>Airport visit - Barton Airfield</p>
Core Texts	<ul style="list-style-type: none"> The Little Red Hen (traditional tale) The three little pigs 	<ul style="list-style-type: none"> Leaf Man-Lois Elhert Room on the Broom- Julia Donaldson 	<ul style="list-style-type: none"> Jack Frost-Kazuno Kohara 	<p>Fiction</p> <ul style="list-style-type: none"> Once there were giants-Martin Waddell 	<ul style="list-style-type: none"> Jack and the Beanstalk 	<ul style="list-style-type: none"> Out of an egg (non fiction) 	<ul style="list-style-type: none"> Up, Up, Up- Susan Reed The Journey Home from Grandpa's

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		<ul style="list-style-type: none"> • Oliver's vegetables • Supertato • Nativity stories 	<ul style="list-style-type: none"> • The great explorer-Chris Judge • The snow beast-Chris Judge • The Foggy, foggy forest-Nick Sharratt 	<ul style="list-style-type: none"> • What do grown-ups do all day? Virginie Morgand • Whoops-a-daisy world: Chief Rhino to the rescue -Lloyd • Whoops-a-daisy world: Doctor Miaow's big emergency - Lloyd • Non-fiction texts • People who help us 	<ul style="list-style-type: none"> • Jack and the Jelly Bean Stalk-Rachael Mortimer • Hattie Peck-Emma Levey <p>Poems about animals - Ed by Brian Moses</p>	<ul style="list-style-type: none"> • The Ugly Ducking (Traditional Tale) • Farmer Duck • Duck in a truck books (Jez Alborough) 	<ul style="list-style-type: none"> • Mr Grumpy's Outing • Mr Grumpy's Motorcar • Oi, Get off our Train • Little Blue Truck Naughty bus
Literacy Outcomes	<ul style="list-style-type: none"> • Rhyme and rhythm • Letter recognition • Grapheme/phoneme correspondence • Exploring the letters in their names • Writing their own name • Oral re-telling of stories • Simple repetitive refrains 	<ul style="list-style-type: none"> • Learn songs and rhymes by heart • Phase 2 phonics • Grapheme/phoneme correspondence • Writing cvc words • Blending for reading • Segmenting for spelling • Lists 	<ul style="list-style-type: none"> • Learn songs and rhymes by heart • Phase 3 phonics • Learning the alphabet • ...letter names • Writing uppercase and lowercase letters • Segmenting for spelling • Labels and captions • Begin to write simple sentences. • Read own writing • Writing for different purposes-wanted posters. 	<ul style="list-style-type: none"> • Phonics Phase3 • Begin to spell some CEWs (tricky words) correctly when writing (I, to, the, no, go, into). • Generate questions to ask visitors. • Practise writing simple sentences. • Read own writing and check it to see if it makes sense. • Create a group/ non-fiction text about people who help us. 	<ul style="list-style-type: none"> • Phonics phase 3 focus • Segmenting to spell • Write simple sentences • Write a list • Write a set of simple instructions (planting seeds) • Begin to spell some CEWs (tricky words) correctly when writing (he, she, we, be) • Practise writing simple sentences. • Read own writing and check it to see if it makes sense. 	<ul style="list-style-type: none"> • Phonics phase 3 focus • Segmenting to spell • Write simple sentences • Read own writing and check it to see if it makes sense • Use a full stop securely. 	<ul style="list-style-type: none"> • Phonics phase 3/4 focus • Segmenting to spell • Write simple sentences • Read own writing and check it to see if it makes sense. • Using a capital letter securely.

UW (Possible links with Science)	<p>Understanding of the world ELG: The Natural World Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
	<ul style="list-style-type: none"> Naming parts of the body (self portraits) 	<ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another. (contrasting school and park) Make observations of plants and explain why some things occur and talk about changes. 	<ul style="list-style-type: none"> Make observations of plants and explain why some things occur and talk about changes. Explore how ice is made and how it melts. The snowman's coat- will making a coat for our snowman make him melt faster or stop him from melting? Discuss what hibernation is and identify animals that hibernate during the winter. What if humans hibernated? 	<ul style="list-style-type: none"> Children learn about their bodies and how we can keep our bodies healthy. Explore the effects of exercise on our bodies, Children learn about teeth and dental health. Healthy foods-what should we eat more of/less of. Why is drinking water so important? Children learn about different occupations. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to living things They make observations of animals and plants and explain why some things occur. Talk about seasonal change-comparing Spring to Autumn/Winter. Children plant seeds and watch how they grow over time. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. Classifying objects (animals) Observing life cycles (butterfly) Observing life cycles egg/ducklings 	<p>Children know about similarities and differences in relation to places</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>
UW-Links with History	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p>						

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<p>Chronology</p> <p>Vocabulary related to time</p> <p>Enquiry Concepts</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> • Discuss present events in own lives and in the lives of family members eg siblings being born, moving home, starting school. • Explore similarities and differences between themselves and others, among families in their community and the wider world including traditions and the way people live. • To explore environmental changes over time. • To explore traditions incl Christmas • To explore environmental changes over time • To explore traditions from around the world - Chinese New Year, Shrove Tuesday/Lent • To discover the roles of the people around them and their role in society. • To learn about how things grow, including themselves • To learn about their family tree. • To develop an understanding of growth, decay and changes over time • To question why things happen and give explanations. • To explore changes in our environment • Sequencing over time- life cycle of ducks, life cycle of a butterfly • To develop an understanding of growth, decay and changes over time • To question why things happen and give explanations. • To explore changes in our environment • To be able to talk about things they have done in the past eg holidays they have been on/when they have travelled away from home. 						
<p>UW- Links with Geography</p>	<p>Understanding of the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <ul style="list-style-type: none"> • Exploring our school environment • Exploring our local environment • Comparing Peel Park to school locality • Making observations about our school • Looking at other regions that are cold (polar regions). • Places in our locality where people work- fire station, clinic shops. • Signs of spring- Looking at plants in their natural environment • Looking at different habitats of a variety of animals • Looking at different countries we have travelled to/from 						

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	<p>focussing on the different types of homes around our school.</p> <ul style="list-style-type: none"> To make simple maps of our walk around school, discussing the things we saw along the way. Making maps for the story of the Three Little Pigs. 	<p>environment and Peel Park.</p>	<ul style="list-style-type: none"> Animals that live in the Arctic, Sorting-Which animals are native to the UK and the Arctic To understand some of the religious and cultural communities in this country - Chinese New Year, Christmas, Lent, New Year 	<ul style="list-style-type: none"> FAIRTRADE- looking at where our food comes from. 	<ul style="list-style-type: none"> Exploring the school grounds and observing the changes that happen over the year to the environment. 	<ul style="list-style-type: none"> Comparing the farm environment to the school locality Creating maps - of the farm, of our school grounds to denote where minibeasts have been found. 	<ul style="list-style-type: none"> Comparing places using different texts incl atlases.
<p>EAD Links with Art</p>	<p>Expressive Arts and Design ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>						
	<ul style="list-style-type: none"> Observational paintings of ourselves - self-portraits Use a variety of materials to create houses for the three little pigs and test these to withstand 'huffing and 	<ul style="list-style-type: none"> Observational drawings of autumnal vegetables using oil pastels. Explore the work of Andy Goldsworthy- making collages using natural materials/objects (transient art) 	<ul style="list-style-type: none"> Exploring hot/cold colours mixing paint to make different shades of blue/grey Looking at pointillism of Yayoi Kusama - children to create images of winter 	<ul style="list-style-type: none"> Colour mixing using watercolours. Observing fruit - drawing and painting what we can see using different media. 	<ul style="list-style-type: none"> Observational paintings/drawings using a range of media Explore the work of Georgia O'Keefe and look at her paintings of flowers. 	<ul style="list-style-type: none"> Observational paintings/drawings using a range of media Rosalind Monks - children to create images of insects using black and white patterned paper to create images of minibeasts using a collage technique. 	<p>Making 3D models of transport.</p>

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	puffing' from the wolf.		scenes using pointillism				
EAD Links with Music	<p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <p>Invent, adapt, recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>						
	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship 	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship Perform Nativity Play 	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship Charanga music scheme Performance for Mother's Day 	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship Charanga music scheme 	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship Charanga music scheme 	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship Charanga music scheme 	<ul style="list-style-type: none"> Daily rhyme time sessions Daily singing in worship Charanga music scheme
Religious Education	<p>Come & See - Domestic Church</p> <p>Caritas - Dignity of the Human Person</p> <p>Caritas - Option for the Poor and Vulnerable</p> <p>Poetry and the Gospel Values and Truth</p>	<p>Caritas - Solidarity of the Common Good</p> <p>Come & See - Baptism</p> <p>Come & See - Advent</p>	<p>Come & See - Local Church</p> <p>Caritas - Family and Communities</p> <p>Come & See - Other Religions: Judaism</p>	<p>Come & See - Reconciliation (Lent begins 2nd March)</p>	<p>Come & See - Lent</p> <p>Stations of the Cross</p>	<p>Come & See - Lent (cont)</p> <p>Come & See - Eucharist</p> <p>Come & See - Pentecost</p>	<p>Come & See - Pentecost (including Pentecost Party)</p> <p>Come & See - Universal Church</p> <p>Caritas - Stewardship</p>

This planning acts as an overview to ensure coverage of some of the learning objectives in the EYFS. It should not be viewed in its entirety as the whole curriculum that we offer. Our planning allows for flexibility and will often be enhanced by the children's interests during a specific topic.