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	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>            (Narrative focus)            The Little Red Hen (2 weeks)            The Three Little Pigs (2 weeks)            (Non-Fiction Focus)            Houses and Homes (2 weeks)</p>	 <p><u>Autumn</u>            Autumn &amp; Harvest            Celebrations – Advent and Christmas</p>	 <p><u>Winter</u>            Cold places around the world</p>	 <p><u>People who help us</u>            (Non-fiction focus)            Linking with Healthy Eating/ Hygiene</p>	 <p><u>Growing</u>            Signs of spring</p>	 <p><u>It's alive!</u>            Minibeasts            Incredible Eggs</p>	 <p><u>Our Wonderful World</u>            Journeys and transport (Non-fiction focus)</p>
Enrichment	Exploring our school grounds. Walk around our local area to look at different types of houses.	Heaton Park/Peel Park Visit – Autumn Cathedral Visit	Heaton Park/Peel Park Visit - Winter Chinese New Year (Jan 22nd...year of the rabbit) Shrove Tuesday 21 <sup>st</sup> February	Visitors: Nurse Dental Nurse Firefighter Fairtrade Fortnight – 6 <sup>th</sup> March World Book Day – Thursday 3 <sup>rd</sup> March	Heaton Park/Peel Park Visit - Spring RHS Bridgewater Gardens Visit (Worsley)	Farm visit Incredible Eggs (Chick eggs) Caterpillars	Heaton Park/Peel Park Visit - Summer Airport visit – Barton Airfield

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Core Texts	<ul style="list-style-type: none"> <li>The Little Red Hen (traditional tale)</li> <li>The three little pigs</li> </ul>	<ul style="list-style-type: none"> <li>Leaf Man-Lois Elhert</li> <li>The Leaf Thief - Alice Hemmings</li> <li>Room on the Broom-Julia Donaldson</li> <li>Oliver's vegetables</li> <li>Supertato</li> <li>Nativity stories</li> </ul>	<ul style="list-style-type: none"> <li>Jack Frost-Kazuno Kohara</li> <li>The Great Explorer-Chris Judge</li> </ul>	<ul style="list-style-type: none"> <li>What do grown-ups do all day? Virginie Morgand</li> <li><b>Non-fiction texts</b> - People who help us</li> <li>The Cops and the Robbers – Janet and Allen Alhberg</li> <li>Whoops-a-daisy world: Chief Rhino to the rescue - Lloyd</li> <li>Whoops-a-daisy world: Doctor Miaow's big emergency – Lloyd</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Jack and the Jelly Bean Stalk-Rachael Mortimer</li> <li>Hattie Peck-Emma Levey</li> <li>Poems about animals - Ed by Brian Moses</li> <li>Once there were giants-Martin Waddell</li> </ul>	<ul style="list-style-type: none"> <li>Out of an egg (non-fiction)</li> <li>Chicken Licken</li> <li>The very hungry caterpillar</li> <li>We're going on a bear hunt – Innovated to We're gong on a minibeast hunt.</li> <li>Sam's sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Up, Up, Up- Susan Reed</li> <li>The Journey Home from Grandpa's</li> <li>Mr Grumpy's Outing</li> <li>Mr Grumpy's Motorcar</li> <li>Oi, Get off our Train</li> <li>Little Blue Truck</li> <li>Naughty bus</li> </ul>
Literacy Outcomes	<ul style="list-style-type: none"> <li>To orally segment and blend words</li> <li>To recognise and apply in their reading the first 20 phase 2 sounds - s a t p i n m d g o c k c k e u r h b f l</li> <li>To read and write the tricky words- is, l, the</li> <li>To begin to form letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and apply in their reading and writing all phase 2 sounds including those learnt in Autumn 1 and - ff ll ss j v w x y z zz qu ch sh th ng nk</li> <li>words with -s /s/ added at the end (eg hats sits)</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and apply in their reading and writing the first 14 phase 3 sounds- ai ee igh oa oo oo ar or ur ow oi ear air er</li> <li>To write words with double letters</li> <li>To write longer words</li> </ul>	<ul style="list-style-type: none"> <li>To review Phase 3 sounds</li> <li>To read and write longer words, including those with double letter</li> <li>Reading words with -s /z/ in the middle</li> <li>Reading words with -es /z/ at the end</li> <li>Reading words with -s /s/ and /z/ at the end</li> <li>To review all tricky words taught so far – is l the put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure</li> <li>To begin to write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>To read and write short vowels with adjacent consonants</li> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes:</li> <li>-ing, -ed /t/, -ed /id/ /ed/, -est</li> <li>To read and write new tricky words -</li> </ul>	<ul style="list-style-type: none"> <li>Phase 3 long vowel graphemes with adjacent consonants</li> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>Words ending in suffixes – ing ed es</li> <li>Longer words and compound words</li> <li>To write simple sentences independently</li> <li>To use full stops</li> </ul>	

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	<ul style="list-style-type: none"> <li>To begin writing CVC words, applying the phonics sounds they have been taught.</li> </ul>	<ul style="list-style-type: none"> <li>words ending –s /z/ (his) and with –s /z/ added at the end (eg bags)</li> <li>To read and write new tricky words- as and has his her go no to into she push he of we me be</li> <li>To form letters correctly.</li> <li>To write CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>To read and write new tricky words - was you they my by all are sure pure</li> <li>To begin to write simple captions</li> </ul>		<p>said so have like some come love do were here little says there when what one out today</p> <ul style="list-style-type: none"> <li>To begin to write simple sentences</li> <li>To begin to use full stops</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use capital letters</li> </ul>	
<p>UW (Possible links with Science)</p>	<p><b>Understanding of the world ELG: The Natural World</b> 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"> <li>Naming parts of the body (self portraits)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the features of their own immediate environment and how environments might vary from one another. (contrasting school and park)</li> <li>Seasonal Change – Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of plants and explain why some things occur and talk about changes.</li> <li>Explore how ice is made and how it melts.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn about their bodies and how we can keep our bodies healthy.</li> <li>Explore the effects of exercise on our bodies,</li> <li>Children learn about teeth and dental health.</li> <li>Healthy foods- what should we</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to living things</li> <li>They make observations of animals and plants and explain why some things occur.</li> <li>Talk about seasonal change-</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>Classifying objects (animals)</li> <li>Observing life cycles (butterfly)</li> </ul>	<p>Children know about similarities and differences in relation to places        They talk about the features of their own immediate environment and how environments might vary from one another.</p>

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		<ul style="list-style-type: none"> <li>• Make observations of plants and explain why some things occur and talk about changes.</li> <li>• Plant bulbs – observe over time.</li> </ul>	<ul style="list-style-type: none"> <li>• The snowman's coat- will making a coat for our snowman make him melt faster or stop him from melting?</li> <li>• Discuss what hibernation is and identify animals that hibernate during the winter. What if humans hibernated?</li> </ul>	<ul style="list-style-type: none"> <li>eat more of/less of.</li> <li>• Why is drinking water so important?</li> <li>• Children learn about different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>comparing Spring to Autumn/Winter.</li> <li>• Children plant seeds and watch how they grow over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Observing life cycles egg/ducklings</li> </ul>	
UW-Links with History Chronology Vocabulary related to time Enquiry Concepts	<p><u>Development Matters Statements: A Reception Child Should:</u></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Talk about members of their immediate family and community.</li> </ul> <p><u>Understanding the World ELG: Past and Present Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>						
	<ul style="list-style-type: none"> <li>• Discuss present events in own</li> </ul>	<ul style="list-style-type: none"> <li>• To explore environmental</li> </ul>	<ul style="list-style-type: none"> <li>• To explore environmental</li> </ul>	<ul style="list-style-type: none"> <li>• To discover the roles of the people</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing over time- life cycle of</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about things they</li> </ul>

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	<p>lives and in the lives of family members eg siblings being born, moving home, starting school.</p> <ul style="list-style-type: none"> <li>Explore similarities and differences between themselves and others, among families in their community and the wider world including traditions and the way people live.</li> </ul>	<p>changes over time.</p> <ul style="list-style-type: none"> <li>To explore traditions including Christmas</li> </ul>	<p>changes over time</p> <ul style="list-style-type: none"> <li>To explore traditions from around the world – Chinese New Year (January 22<sup>nd</sup>, 2023) Shrove Tuesday/Lent/</li> <li>Easter</li> </ul>	<p>around them and their role in society.</p> <ul style="list-style-type: none"> <li>To learn about how things grow, including themselves</li> <li>To learn about their family tree.</li> </ul>	<p>growth, decay and changes over time</p> <ul style="list-style-type: none"> <li>To question why things happen and give explanations.</li> <li>To explore changes in our environment</li> </ul>	<p>ducks, life cycle of a butterfly</p> <ul style="list-style-type: none"> <li>To develop an understanding of growth, decay and changes over time</li> <li>To question why things happen and give explanations.</li> <li>To explore changes in our environment</li> </ul>	<p>have done in the past eg holidays they have been on/when they have travelled away from home.</p>
<p>UW- Links with Geography</p>	<p><u>Development Matters Statements: A Reception Child Should:</u></p> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Understand that some places are special to members of their community.</li> <li>- Describe what I see, hear and feel whilst outside.</li> <li>- Recognise some environments that are different from the one in which they live.</li> <li>- Look closely at similarities, differences, patterns and change.</li> <li>- Explore the natural world around me.</li> <li>- Look closely at similarities, differences, patterns and change</li> <li>- Understand the effect of changing seasons on the natural world around me.</li> <li>- Draw information from a simple map.</li> </ul> <p><u>Understanding of the World ELG: People, Culture and Communities Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>						

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	<ul style="list-style-type: none"> <li>• Exploring our school environment</li> <li>• Exploring our local environment focusing on the different types of homes around our school.</li> <li>• To make simple maps of our walk around school, discussing the things we saw along the way.</li> <li>• Making maps for the story of the Three Little Pigs.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing Heaton Park to school locality</li> <li>• Making observations about our school environment and Heaton Park.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at other regions that are cold (polar regions).</li> <li>• Animals that live in the Arctic,</li> <li>• Sorting-Which animals are native to the UK and the Arctic</li> <li>• To understand some of the religious and cultural communities in this country – Chinese New Year, Christmas, Lent, New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Places in our locality where people work-fire station, clinic shops.</li> <li>• FAIRTRADE- looking at where our food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of spring - Looking at plants in their natural environment</li> <li>• Exploring the school grounds and observing the changes that happen over the year to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at different habitats of a variety of animals</li> <li>• Comparing the farm environment to the school locality</li> <li>• Creating maps – of the farm, of our school grounds to denote where minibeasts have been found.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at different countries we have travelled to/from</li> <li>• Comparing places using different texts incl atlases.</li> </ul>
<p>Maths</p>	<p>AUTUMN TERM</p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.          Pupils will continue to develop their subitising skills for numbers within and beyond 5.</p>		<p>SPRING TERM</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals and understand that two equal groups can be called a 'double' and connect this to finger patterns.          Pupils will continue to develop their understanding of 2D and 3D shape and pattern.</p>		<p>SUMMER TERM</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.          Pupils will also continue to develop their counting skills, counting larger sets as well as counting actions and sounds.          We will then explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p>		

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	<p>Pupils will develop their understanding of 2D shape and positional language.          For more information see the White Rose and NCETM materials link.</p>		<p>Pupils will also develop their understanding of patterns and relationships.</p>				
<p>EAD Links with Art</p>	<p><b>Expressive Arts and Design ELG: Creating with Materials</b></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"> <li>Observational paintings of ourselves – self-portraits</li> <li>Use a variety of materials to create houses for the three little pigs and test these to withstand ‘huffing and puffing’ from the wolf.</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of autumnal vegetables using oil pastels.</li> <li>Explore the work of <b>Andy Goldsworthy</b>-making collages using natural materials/objects (transient art)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring hot/cold colours</li> <li>mixing paint to make different shades of blue/grey</li> <li>Looking at pointillism of <b>Yayoi Kusama</b> – children to create images of winter scenes using pointillism</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing using watercolours.</li> <li>Observing fruit – drawing and painting what we can see using different media.</li> </ul>	<ul style="list-style-type: none"> <li>Observational paintings/drawings using a range of media</li> <li>Explore the work of <b>Georgia O’Keefe</b> and look at her paintings of flowers.</li> </ul>	<ul style="list-style-type: none"> <li>Observational paintings/drawings using a range of media</li> <li><b>Rosalind Monks</b> – children to create images of insects using black and white patterned paper to create images of minibeasts using a collage technique.</li> </ul>	<p>Making 3D models of transport.</p>
<p>EAD Links with Music</p>	<p><b>ELG: Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p>						

The Cathedral School of St Peter and St John RC Primary School  
 EYFS Yearly Overview 2022-2023 RECEPTION CLASS

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	<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"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship</li> <li>Perform Nativity Play</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship</li> <li>Charanga music scheme</li> <li>Performance for Mother’s Day</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship</li> <li>Charanga music scheme</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship Charanga music scheme</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship Charanga music scheme</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme time sessions</li> <li>Daily singing in worship</li> <li>Charanga music scheme</li> </ul>
Religious Education	<p>Come &amp; 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</p> <p>Values and Truth</p>	<p>Caritas – Solidarity of the Common Good</p> <p>Come &amp; See – Baptism</p> <p>Come &amp; See – Advent</p>	<p>Come &amp; See – Local Church</p> <p>Caritas – Family and Communities</p> <p>Come &amp; See - Other Religions: Judaism</p>	<p>Come &amp; See – Reconciliation</p>	<p>Come &amp; See – Lent</p> <p>Stations of the Cross</p>	<p>Come &amp; See – Lent (cont)</p> <p>Come &amp; See – Eucharist</p> <p>Come &amp; See – Pentecost</p>	<p>Come &amp; See – Pentecost (including Pentecost Party)</p> <p>Come &amp; See – Universal Church</p> <p>Caritas - Stewardship</p>