

Year A overview for EYFS

Term	Topic	Unit	PSED	Phonics (Little Wandle) Reception	Phonics (Little Wandle) Nursery	Mathematics Reception (White Rose)	Mathematics Nursery	Music (Music express)	RE	PE (Get set for PE)
Autumn 1	<b>Baseline</b> <b>Our place on the planet</b>	All about me My body Healthy eating How I've changed Germs Where I live Houses and homes.	Being me in my world	<b>Phase 2 graphemes</b> s a t p i n m d g o c c e u r h b f l  <b>New tricky words</b> is I the	Identify environmental and instrumental sounds.	Baseline <b>Match, sort and compare.</b> (Match and sort, identify a set) <b>Talk about measure and patterns</b> (compare size, compare mass, compare capacity) <b>It's me 1,2,3</b> (Find, subitise and represent 1,2 and 3)	More than, fewer than and same. Explore and build with shapes and objects. Explore repeats Hear and say number names.	Beat and tempo	What makes a place special?	<b>Introduction to PE.</b> Moving safely and stopping with control Use equipment safely and responsibly. Work as part of a group
Autumn 2	<b>What happened before I was born?</b>	Remembrance Day Gun Powder plot Diwali Christmas Old and new toys	Celebrating difference	<b>Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng n • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his)	Hear the same initial sound for words and names of objects.  Blend CVC words using oral blending and objects.	<b>Circles and triangles</b> (identify and compare circles and triangles, shape, position). <b>1, 2, 3, 4, 5</b> (find, subitise and represent 4 and 5, 1 more)	Begin to order number names. I see 1,2,3 Join in with repeats Explore position and space	High and low	Why do Christians perform nativity plays at Christmas?	<b>Dance</b> Explore actions and movement to express ideas. <b>Ball skills</b> Developing rolling, catching, throwing, catching and kicking.

Year A overview for EYFS

				<p>and with -s /z/ added at the end (bags sings)</p> <p><b>New tricky words</b> as and has his her go no to into she he of we me be</p>		<p><b>Shapes with 4 sides</b> Identify, name and combine shapes with 4 sides, shapes in the environment, time)</p>				
Spring 1	<p><b>Times gone by.</b></p>	<p>Myths and Legends King Arthur Robin Hood George and the Dragon Loch Ness Monster Castles</p>	<p>Dreams and goals</p>	<p><b>Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><b>New tricky words</b> was you they my by all are sure pure</p>	<p>Identify initial sounds of words and names of objects. <b>Distinguish</b> different sounds. Blend a wider range of CVC words using oral blending.</p>	<p><b>Alive in 5</b> (0-5, 1 more). <b>Mass and capacity</b> (mass, capacity) <b>Growing 6. 7. 8</b> (6 - 8, one more, one less) <b>Length, height, time</b> Length</p>	<p>Show me 1,2,3 Move and label 1,2,3 Explore position and routes. Explore pattern.</p>	<p>Structure</p>	<p>Special stories</p>	<p><b>Gymnastics</b> Traveling around, under and through apparatus. Develop rocking and rolling. <b>Dance</b> Explore body parts and how they move. Move with coordination and control.</p>

Year A overview for EYFS

<p>Spring 2</p>	<p><b>Where on Earth?</b></p>	<p>Seasons Weather Hot and cold Melting and freezing Environments</p>	<p>Healthy me</p>	<p><b>Phase 3 graphemes</b> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end</p>	<p><b>identify</b> initial sounds of words and names of objects. <b>articulate</b> sounds correctly – including playing with voice sounds. blend a wider range of words using oral blending.</p>	<p><b>Length, height, time</b> (height, time) <b>Building 9 and 10</b> (Bonds to 10, compare, represent and subitise to 10). <b>Explore 3D shapes</b> (3D shapes)</p>	<p>Take and give 1,2,3. Match, talk, push and pull. Talk about dots. Compare and sort collections.</p>	<p>Texture</p>	<p>Why do Christians put a cross in the Easter Garden?</p>	<p><b>Gymnastics</b> Traveling around, under and through apparatus. Develop rocking and rolling. <b>Games</b> Follow instructions, understand our role and work as part of a team.</p>
-----------------	-------------------------------	---	-------------------	---	--	---	--	----------------	--	--

Year A overview for EYFS

				<b>No new tricky words</b>						
Summer 1	<b>Our Wonderful world.</b>	Lifecycles Growing plants Mini beasts Habitats	Relationships	<p><b>Phase 4</b> Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC</li> <li>CCVC</li> <li>CCVCC</li> <li>CCCVC</li> <li>CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul> <p><b>New tricky words</b></p>	<p><b>identify</b> initial sounds of words and objects. blend a wider range of words using oral blending.</p>	<p><b>To 20 and beyond</b> (Numbers over 10, <b>How many now?</b> (addition, subtraction) <b>Manipulate, compose and decompose</b> (match, rotate and manipulate and compose shapes) <b>Sharing and grouping</b> (sharing, grouping, even and odd)</p>	<p>Lead on own repeats. Start to puzzle. Making patterns together. Make games and actions.</p>	Loud and quiet	<p>Why is the word 'God' so important to Christians?</p>	<p><b>Ball skills</b> Developing rolling, catching, throwing, catching and kicking. <b>Fundamentals</b> Exploring different ways to travel using equipment.</p>

Year A overview for EYFS

				Said so have lie some come love do were here little says there when what one out today						
Summer 2	<b>Our wonderful world (continued)</b>	Sea creatures The seaside past and present Looking after the ocean	Changing me	<b>Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words	identify the final sounds of words and objects. blend a wide range of words using oral blending when playing:	<b>Visualise, build and map</b> (repeating patterns, creating patterns, replicate and build scenes and constructions) <b>Make connections</b> (deepen understanding, patterns and relationships) <b>Consolidation</b>	Show me 5. My own patterns. Stop at 1,2,3,4,5. Match, sort, compare	Timbre	Why is the word 'God' so important to Christians? (continued)	<b>Fundamentals</b> Exploring travel, developing movements e.g. hopping and jumping. <b>Games</b> Develop coordination and score keeping.

Year A overview for EYFS

				<b>No new tricky words</b>						
--	--	--	--	------------------------------------	--	--	--	--	--	--