

Year A overview for EYFS

Opportunities for Spirituality

We offer a rich curriculum with opportunities for spiritual development running throughout all units.

The highlighted examples are ones staff have picked out as containing deliberate planned opportunities for spirituality focussed discussion and reflection

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	Baseline Our place on the planet	All about me My body Healthy eating How I've changed Germs Where I live Houses and homes. A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. Can say what I like and what I am good at.	Being me in my world	Phase 2 graphemes s a t p i n m d g o c c e u r h b f l New tricky words is I the	Identify environmenta l and instrumental sounds.	Baseline Match, sort and compare. (Match and sort, identify a set) Talk about measure and patterns (compare size, compare mass, compare capacity) It's me 1,2,3 (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? Reflecting on where we have been happy - why do we think this was?	Introduction to PE. Moving safely and stopping with control Use equipment safely and responsibly. Work as part of a group
Autumn 2	What happened before I was born?	Remembranc e Day Gun Powder plot Diwali Christmas Old and new toys	Celebrating difference	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng n • words with -s /s/	Hear the same initial sound for words and names of objects. Blend CVC	Circles and triangles (identify and compare circles and triangles, shape, position).	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?	Dance Explore actions and movement to express ideas. Ball skills Developing

		Learning from life and things we value. Being aware of how the past can influence our present.		added at the end (hats sits) • words ending in s /z/ (his)	words using oral blending and objects.	1,2,3,4,5 (find, subitise and represent 4 and 5, 1 more)				rolling, catching, throwing, catching and kicking.
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				and with -s /z/ added at the end (bags sings) New tricky words as and has his her go no to into she he of we me be		Shapes with 4 sides Identify, name and combine shapes with 4 sides, shapes in the environment, time)				
Spring 1	Times gone by.	Myths and Legends King Arthur Robin Hood George and the Dragon Loch Ness Monster Castles	Dreams and goals	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words New tricky words was you they my by	Identify initial sounds of words and names of objects. Distinguish different sounds. Blend a wider range of CVC words using oral blending.	Alive in 5 (0-5, 1 more). Mass and capacity (mass, capacity) Growing 6. 7. 8 (6 - 8, one more, one less) Length, height, time Length	Show me 1,2,3 Move and label 1,2,3 Explore position and routes. Explore pattern.	Structur e	Special stories Consider why - why are these stories special? How do they make us feel?	Gymnastics Traveling around, under and through apparatus. Develop rocking and rolling. Dance Explore body parts and how they move. Move with coordination

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Spring 2	Where on Earth?	Seasons Weather Hot and cold Melting and freezing Environments - focus on the awe and wonder	Healthy me	<p>Phase 3 graphemes</p> <p>Review</p> <p>Phase 3</p> <ul style="list-style-type: none"> • 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>identify</p> <p>initial sounds of words and names of objects.</p> <p>articulate</p> <p>sounds correctly – including playing with voice sounds. blend a wider range of words using oral blending.</p>	<p>Length, height, time</p> <p>(height, time)</p> <p>Building 9 and 10</p> <p>(Bonds to 10, compare, represent and subitise to 10).</p> <p>Explore 3D shapes</p> <p>(3D shapes)</p>	<p>Take and give 1,2,3.</p> <p>Match, talk, push and pull.</p> <p>Talk about dots.</p> <p>Compare and sort collections.</p>	Texture	<p>Why do Christians put a cross in the Easter Garden?</p>	<p>Gymnastics</p> <p>Traveling around, under and through apparatus. Develop rocking and rolling.</p> <p>Games</p> <p>Follow instructions, understand our role and work as part of a team.</p>
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				No new tricky words						
Summer 1	Our Wonderful world.	<p>Lifecycles Growing</p> <p>plants Mini beasts Habitats</p> <p>Focus on the awe and wonder</p>	<p>Relationships</p> <p>What makes a good friend? Why are my friends important to me? What do I like in my friends? How do my friends make me feel? How do I look after my friends and family?</p>	<p>Phase 4 Short</p> <p>vowels with adjacent</p> <p>consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est <p>New tricky words</p>	<p>identify initial sounds of words and objects. blend a wider range of words using oral</p> <p>blending.</p>	<p>To 20 and beyond (Numbers over 10, How many now?</p> <p>(addition, subtraction) Manipulate, compose and decompose (match, rotate and manipulate and compose shapes) Sharing and grouping (sharing, grouping, even and odd)</p>	<p>Lead on own repeats.</p> <p>Start to puzzle. Making patterns</p> <p>together. Make games and actions.</p>	<p>Loud and quiet</p>	<p>Why is the word 'God' so important to Christians?</p>	<p>Ball skills Developing</p> <p>rolling, catching, throwing, catching and</p> <p>kicking. Fundamentals Exploring different ways to travel using equipment.</p>

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				Said so have lie some come love do were here little says there when what one out today						
Summer 2	Our wonderful world (continued)	Sea creatures The seaside past and present Looking after the ocean Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases.	Changing me	Phase 4 graphemes 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:	Visualise, build and map (repeating patterns, creating patterns, replicate and build scenes and constructions) Make connections (deepen understanding, patterns and relationships) Consolidation	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)	Fundamentals Exploring travel, developing movements e.g. hopping and jumping. Games Develop coordination and score keeping.

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