



Ancaster
Church of England Primary School

EYFS 2022-23 Yearly Overview

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“A child’s capacity to learn is a direct result of the environment they are in. If we provide an environment that is thoughtful, inclusive, caring and responsive children are much more likely to thrive in their learning.” – Uplifting Early Childhood



Intent:

At Ancaster CofE Primary School we offer a tailor-made curriculum that supports the 7 areas of learning outlined in the ‘Statutory Framework for EYFS 2020’.

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

To ensure our children become the ‘best they can be’ and reach their potential we offer an ambitious, broad, vocabulary-rich curriculum where children learn through a balance of independent, child-led play through a supportive, natural and homely indoor and outdoor learning environment in addition to adult led and directed activities. We recognise that every child is unique, and our practitioners will ensure every child progresses at their own pace and builds on their next steps as they work towards achieving their Early Learning Goals at the end of the foundation stage.

Implementation:

We will be offering a rich, active and curriculum where children are encouraged to develop independence as they explore, play and grow as learners. Through a mixture of independent play-based learning, adult led inputs and directed groups children will make progress and be ready for their next stage of learning. Our indoor and outdoor environments are important to the development and success of each child. Carefully planned opportunities for play, development of language and the practise of taught skills will enable the success and progress of all children.

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Term Dates Term Length	Autumn 1 6 th September – 21 st October 7 weeks	Autumn 2 31 st October – 16 th December 7 weeks	Spring 1 4 th January – 10 th February 5 weeks 3 days	Spring 2 20 th February – 31 st March 6 weeks	Summer 1 18 th April – 26 th May 6 weeks	Summer 2 5 th June – 21 st July 7 weeks
Topic Title (Humanities Topic Driver)	We are Family (History)	Amazing Ancaster (Geography)	What’s inside the Toybox? (History)	Explorers in England (Geography)	Once Upon a Time...castles and dragons (History)	Our Wonderful World (Geography)
Key Themes Key themes through in inputs, adult led and directed tasks and provision	Myself Our families and pets Making friends	Our Local Area People Who Help Us Houses and Homes Autumn	Old and new toys Winter	Spring Growing Life cycles	Castles Dragons	Summer Animals around the world ‘Flying’ to a different country
Other Possible Themes Themes that may arise -due to time of year & children’s interests	Starting school Autumn Birthdays Pumpkins	Transport Celebrations – Diwali, Bonfire Night, Christmas Firefighters link to Bonfire night Remembrance Day	Valentines Lunar New Year Arctic and Antarctic Animals	Pancake Day Easter	Fairy tales Growing Life cycles	Holidays Looking after the ocean David Attenborough
Enrichment Experiences Activities linked to whole school, wider experiences and cultural capital. (links to NC subjects)	<u>Class:</u> International Dot Day 15 th Sept – link to Yayoi Kusama (Art and Design) Grandparents Day (History) Rainbow Day – dress as your favourite colour (Art and Design) Pumpkin Patch (Science, DT) <u>Whole school:</u> Class Identity Week (Art and Design Focus) Black History Month (History, PSHE)	<u>Class:</u> Diwali Day (RE) Walk around our local area (Geography) People Who Help Us week inc. possible visitors e.g., police and fire brigade (Geography) Signs of Autumn Walk (Science) Wolf crime scene (Literacy, PSHE) <u>Whole school:</u> Anti-bullying week (PSHE) Pantomime visit	<u>Class:</u> Ice Experiments (Science) Trying Chinese Food (DT) Teddy Bear Picnic (PSHE) Making sandwiches for picnic (DT) <u>Whole school:</u> Class Identity Day (Music Focus) Roots to food (DT Focus) Safer Internet Day (Computing, PSHE) Mental Health Week (PSHE)	<u>Class:</u> Barefoot Sensory Walk (Science, Geography) Signs of Spring Walk (Science) Butterfly Garden Ladybird Lifecycle Growing flowers (sunflowers) Cress Heads Bird watching Sacrewell Farm trip (Science, Geography) <u>Whole School:</u>	<u>Class:</u> Vegetable Patch (DT, Science, Geography) Tadpoles (Science) Campfire stories, marshmallows and hot drink (Literacy, Science, DT) <u>Whole School:</u> Class Identity Day – (DT Focus- Foods grown in that country) <i>National Storytelling Week (Literacy)</i> Power to change week (link to scientists and artists)	<u>Class:</u> Animal Cam/ Virtual Zoo Trip (Science) Pen pals with y1? (Literacy) Lincoln Castle Trip (History) <u>Whole School:</u> Sports Day (PE) Watch y6 Play (Art and Design) Wow Day (History theme) Castles The Indian Experience (Geography, RE)

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	<p>Maths Day (Maths) Harvest Festival (RE)</p>	<p>Wow Day (History theme) - How I’ve grown with birthday focus (Science) Watch KS1 Nativity (RE) Christmas Jumper/Dinner Day</p>		<p>Easter Service at Church – Spring Chicken song (RE) World Book Day (Literacy) British Science Week (Science) Wow Day (History theme) Toys</p>		
<p>Key Texts</p> <p>Texts that will become a focus in lessons and within provision</p>	<ul style="list-style-type: none"> ☆ The Everywhere Bear ☆ Who’s In My Family? ☆ Goldilocks and the Three Bears ☆ Odd Dog Out ☆ Mixed ☆ The Button Box 	<ul style="list-style-type: none"> ☆ Oi Frog ☆ We’re Going on a Bear Hunt – link to maps ☆ The story of Rama and Sita ☆ The Three Little Pigs ☆ Jack Frost 	<ul style="list-style-type: none"> ☆ The Teddy Robber ☆ This is the Bear ☆ Dogger ☆ Old Bear stories - Ruff ☆ The Emperor’s Egg ☆ The Great Animal Race 	<ul style="list-style-type: none"> ☆ The Little Red Hen ☆ The Gingerbread Man ☆ Mr Wolf’s Pancakes ☆ What the Ladybird Heard 	<ul style="list-style-type: none"> ☆ Tadpole’s Promise ☆ The Princess and the Pea ☆ There is No Dragon in this story 	<ul style="list-style-type: none"> ☆ Handa’s Surprise ☆ The Tiny Seed ☆ We’re Going on a Lion Hunt ☆ Somebody Swallowed Stanley
<p>Other Possible Book Focus’</p> <p>Books that may arise due to time of year and/or possible interests of the children</p>	<ul style="list-style-type: none"> 📖 All About families 📖 All Are Welcome 📖 The Growing Story 📖 Titch 📖 Peace at Last 📖 Oliver’s Vegetables 📖 The Dot 	<ul style="list-style-type: none"> 📖 Town Mouse and Country Mouse 📖 Leaf Man 📖 Cub’s First Winter 📖 Bear’s Birthday (Wow Day text) 	<ul style="list-style-type: none"> 📖 Kipper’s Toybox 📖 That Rabbit Belongs to Emily Brown 📖 Kipper’s snowy day 	<ul style="list-style-type: none"> 📖 The Bad-Tempered Ladybird 📖 The Very Hungry Caterpillar 📖 Jasper’s Beanstalk 📖 Oliver’s Vegetables/Fruit Salad/Milkshake 📖 How to Catch a Rainbow 	<ul style="list-style-type: none"> 📖 Little Red Riding Hood 📖 The Paper Bag Princess 📖 George and the Dragon 📖 The Frog Prince 📖 Zog 📖 Meg and Mog’s Castle 	<ul style="list-style-type: none"> 📖 The Proudest Blue 📖 The Cloudspotter 📖 We All Went on Safari 📖 What the Ladybird heard on Holiday 📖 The Tiger Who Came to Tea 📖 One Day So Many Ways 📖 Giraffes Can’t Dance 📖 Beegu

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Literacy



The teaching of Literacy encompasses Phonics lessons, Literacy inputs and a mixture of mark-making, writing and reading opportunities on offer throughout continuous provision, provocations, adult-led, adult directed and focus group tasks.

The learning planned for in our Literacy curriculum supports children to meet the ambitious checkpoints we have laid out for them across the school year to ensure progression and readiness for their next stage (Year 1).



Literacy Checkpoints Comprehension	<u>Baseline:</u> <ul style="list-style-type: none"> ✓ Listen to a story and comment on the events ✓ Name the characters from a familiar story 		<u>By the end of Autumn 2:</u> <ul style="list-style-type: none"> ✓ Identify the characters and setting of a familiar book ✓ Join in with the repeated refrain from a familiar story ✓ Begin to use language from the story when discussing it 		<u>By the end of Spring 2:</u> <ul style="list-style-type: none"> ✓ Sequence a familiar story using images or objects ✓ Tell the story to another person using the book or images ✓ Makes a simple prediction based on the events of a story so far ✓ Use the language from a story within role play and discussions 		<u>By the end of Summer 2/ELG:</u> <ul style="list-style-type: none"> ✓ ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ✓ ELG – Anticipate - where appropriate – key events in stories ✓ ELG – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems during role-play <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Recycle familiar stories verbally (or in written form), recalling the structure of the original story. ✓ Substantiate their predictions and opinions with evidence from the story. ✓ Use newly acquired language from books in different contexts. ✓ Begin to explore the ideas of characters thoughts, feelings and actions ✓ Show an interest in fiction, non-fiction, poetry and rhyme 	
	Story Basket Listen to audible stories – provision and activities linked – opportunities to act out as Helicopter stories	<ul style="list-style-type: none"> ☆ Three Billy Goats Gruff 	<ul style="list-style-type: none"> ☆ Town Mouse and Country Mouse ☆ The Elves and the shoemaker ☆ Rudolph the Red Nosed Reindeer 	<ul style="list-style-type: none"> ☆ Stone Soup ☆ The White Mitten ☆ The Little Fir Tree 	<ul style="list-style-type: none"> ☆ The Ugly Duckling ☆ Chicken Licken 	<ul style="list-style-type: none"> ☆ The Princess and the Pea ☆ The Frog Prince ☆ The King’s New Clothes ☆ Twelve Dancing Princesses 	<ul style="list-style-type: none"> ☆ The Leaky Bucket ☆ The Porridge Pot ☆ The Town Musicians of Bremen 	

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Comprehension	<ul style="list-style-type: none"> At story times open book for discussion – Who are the characters? Did you like/dislike the book? Identify characters and settings in books read during story times Join in with repeated refrains – e.g. Peace at Last “Oh no, I can’t stand this” Big Picture Work - scribe children’s thoughts and use of new vocab (images taken from Pobble 365 or story books) Opportunities to retell stories in their own words – create bear hunt story maps to support 		<ul style="list-style-type: none"> Sequence familiar stories using images or objects Retell the story in a small group During stories stop and question – what do you think will happen next? Why do you think that? Role play/small world retell story of the Great Animal Race Retell The Little Red Hen through T4W 	<ul style="list-style-type: none"> Retell LRRH through T4W -story map and retell the story with actions Retell stories in own words – Helicopter stories of familiar stories
Literacy Checkpoints Word Reading	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Identify an object when given the initial sound ✓ Say the initial sound in a given word ✓ Clap the syllables in a word 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Blend CVC words verbally ✓ Recognise, say and identify letter sounds for first 22 graphemes covered in Rocket Phonics scheme ✓ Can blend simple words using known letter sounds ✓ Reads pink Rocket Phonics Books ✓ Reads tricky words: I, the, go, to, no, into 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Say a sound for each letter in the alphabet ✓ Recognises all graphemes taught so far in RP scheme ✓ Can blend simple words using known letter sounds ✓ Reads Red Rocket Phonics books ✓ Can read words with different structures CC/Vc/CCVC/CCVCC ✓ Read tricky words: he, she, we, me, be, was, my, you, her, they, all, are 	<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG - Say a sound for each letter in the alphabet and at least 10 digraphs ✓ ELG - Read words consistent with their phonics knowledge by sound blending ✓ ELG – Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words ✓ In keeping with RP programme, children recognise say and identify letter sounds for ar, or, ur, ow, oi, ear, air, wh, ph, ay, a-e, e-e, ie, ea ✓ Can blend simple words using known letter sounds ✓ Reads yellow/blue Rocket Phonics books ✓ Can read words with adjacent consonants ✓ Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Be able to read with fluency and confidence in blue book banded books ✓ Apply their word reading skills of blending unfamiliar words and tricky words within everyday provision and out of context ✓ Engage in reading for pleasure

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Phonics	Children will participate in a daily Phonics lesson following the school’s phonics programme: Rocket Phonics Phonics will be taught to the whole class ensuring all children are able to keep up rather than catch up. Children requiring additional phonics support will receive targeted interventions or extra practise in workbooks at their level whilst still participating in whole class phonics lessons.					
	Phonics Booklet 1 GPCs: s a t i p n m d g o c k HFWs: I the go to no into	Phonics Booklet 1 GPCs: ck e u r h b f ff l ll ss HFWs: I the go to no into	Phonics Booklet 2 GPCs: j v w x y z zz qu HFWs: he she we me be was my you, her they all are	Phonics Booklet 2 GPCs: ch sh th ng ai ee igh oa oo HFWs: he she we me be was my you, her they all are	Phonics Booklet 3 GPCs: ar ur or ow oi ear air ure er HFWs: some one said come do so were when have there out like little what	Phonics Booklet 3 GPCs: wh ph ay a-e a e-e ie ea HFWs: some one said come do so were when have there out like little what
	Lilac Reading Books	Pink A Reading Books	Pink B and C Reading Books	Red A Reading Books	Red B and C Reading Books	Yellow Reading Books Blue Reading Books
Reading	Questioning during story times and Guided reading (term 3 onwards) to link to VIPERS Chn listened to read 1:1 at least once a week with their phonics reader book. Chn take home reading book and reading for pleasure book.					
	Clap syllables in children’s names ad they are dismissed from the carpet, e.g. to go wash their hands for lunch Match pictures/objects to their initial sound Play alliteration game – what did the animal buy from the shops e.g. the snake bought some socks.	Big Picture Work – scribe children’s thoughts and predictions. Chn to mark make/record cvc words Blending single words, Reading labels and simple captions with support. Match words to pictures Oi Frog – matching rhyming pairs, continuing rhyming strings	Target Practise Readers: Pink B Focus on Reading words with different structures e.g. CC/VC/CCVC/CCVCC	Target Practise Readers: Pink C and Red Matching words and simple captions to pictures Reading tricky words taught so far on sight	Target Practise Readers: Red B Developing fluency	Target Practise Readers: Yellow Reading words with adjacent consonants

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Literacy Checkpoints Writing	<u>Baseline:</u> <ul style="list-style-type: none"> ✓ Attempt to write their name in a way that they or others can recognise ✓ Discuss the marks they make e.g., “this is a car” 	<u>By the end of Autumn 2:</u> <ul style="list-style-type: none"> ✓ Write their name with correct formation ✓ Write the initial and middle sounds for a CVC word ✓ Form letters correctly taught in RP lessons ✓ Can blend simple words and apply in writing ✓ Segment CVC words verbally ✓ Spell tricky words: I, the, go, to, no, into 	<u>By the end of Spring 2:</u> <ul style="list-style-type: none"> ✓ Form all letters of the alphabet ✓ Write VC/CVC words that can be read by themselves or others ✓ Form the taught letters correctly covered in RP scheme ✓ Can segment simple words using know letter sounds and apply in writing ✓ Beginning to write simple captions/sentences with support ✓ Write tricky words taught so far in RP scheme 		<u>By the end of Summer 2/ELG:</u> <ul style="list-style-type: none"> ✓ ELG – Write recognisable letters most of which are correctly formed ✓ ELG – Spell words by identifying sounds in them and representing sounds with a letter or letters ✓ ELG – Write simple phrases and sentences that can be read by others ✓ In keeping with RP programme, write simple sentences applying taught phonic graphemes ✓ Sits letters on the writing line ✓ Writes tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> ✓ Form all letters correctly, with clear ascenders and descenders ✓ Write words of more than one syllable independently applying taught phonic graphemes and tricky words ✓ Apply their writing skills within everyday provision and out of context ✓ Begin to form very simple narratives linking more than one sentence. 	
Writing The Everywhere Bear – chn to take home bear each weekend and add to book of what he has been up to. Chn will be encouraged to mark make and	Giving meaning to marks made Writing names Writing initial sounds Forming recognisable letters <u>Adult led writing linked to key texts:</u> Goldilocks – sequence events in the story and recall the story	Letter formation Practise Writing names independently with correct formation Writing CVC words Writes known tricky words Supported to write captions and simple sentences during Phonics lessons <u>Adult led writing linked to key texts:</u>	Writing simple words with different structures Letter formation Build sentences using word cards to match pictures. <u>Adult led writing linked to key texts:</u> Draw and label what is in their toybox	Writing labels and simple captions Story mapping Writing tricky words taught so far <u>Activities linked to key text:</u> Sequence Jasper’s Beanstalk Label life cycles	Writing simple sentences Story mapping and sequencing stories Sitting letters on the writing line <u>Activities linked to key texts:</u> Life cycle captions Draw and label a castle	Writing sentences and simple stories Writing tricky words taught so far. Write about my weekend <u>Activities linked to key texts:</u> Shopping list Writing to year 1

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label work for documentation (wall displays and floor books)	Write initial sounds of objects/characters/setting in story Draw and ‘label’/mark-make their family	Sort sights/sounds of the town and country and begin to label/caption images Big Bad Wolf – create a wanted poster – character description	Sequence and write simple captions about how they made their sandwich Write captions recalling events in This is the Bear/Teddy Robber Character description Ruff	Write captions/sentences about farm visit LRH story map	Write predictions about Dragon story.	Make posters encouraging others to look after our school
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Communication and language



The teaching of Communication and language underpins every area of learning – through daily interactions with adults and peers children will develop their speaking, listening and attention skills whilst building their vocabulary through interactions in play and planned whole class and group adult directed time. Practitioners will model new vocabulary and correct grammatical sentences in speech. To ensure children have acquired the language and vocabulary to succeed in life practitioners will model and plan in opportunities for language development (see Living Language - Ann Locke tiered vocabulary list) – Practitioners are undertaking an Early language project with L.E.A.D to enable children progress without gaps in the vocabulary and ensure future success.



Communication and Language Checkpoints Listening Attention and Understanding	<u>Baseline:</u>	<u>By the end of Autumn 2:</u>	<u>By the end of Spring 2:</u>	<u>By the end of Summer 2/ELG:</u>		
	<ul style="list-style-type: none"> ✓ Join in with appropriate group activities, e.g. Nursery rhymes, Story Time ✓ Follows simple, routine instructions, e.g. come to the carpet ✓ Plays a simple, motivating game for a few minutes, e.g. catching a ball 	<ul style="list-style-type: none"> ✓ Begins to use some active listening skills; faces the speaker, body still, paying attention ✓ Follows simple instructions well, e.g. get a pencil, find your bag ✓ Responds to a peers request and replies ✓ Learn and use new words from familiar texts ✓ Begins to answer “How” questions, e.g. How did this get broken? 	<ul style="list-style-type: none"> ✓ Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately ✓ Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions ✓ Begins to link listening to learning/understanding, e.g. can discuss why it is important to listen to instructions ✓ Asks questions when they don’t know what a word means ✓ Can offer small explanations that demonstrate understanding on a topic/story, e.g. “he couldn’t carry it because it was too heavy” ✓ Begins to answer “Why” questions, perhaps with adult support 	<ul style="list-style-type: none"> ✓ ELG – listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ✓ ELG – Make comments about what they have heard and ask questions to clarify their understanding ✓ ELG – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Listen attentively and respond during larger group situations, e.g. assembly/Mass. ✓ Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions ✓ Express their views on a topic/storyline with reference to the content. ✓ Respond to how/why questions succinctly. 		
Communication & Language	Follow simple instructions Join in with class games	Helicopter stories Rhythm and Rhyme Alliteration	Helicopter stories Spot the difference Fish Fingers game	Helicopter stories Pobble 365 Helicopter Stories	Helicopter Stories Pobble 365	Helicopter Stories

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<p>Daily opportunities to join in with nursery rhymes and listen to stories</p> <p>Share work with the class</p> <p>Speak about pictures shared on Tapestry</p>	<p>Clap syllables in each other’s names</p> <p>General sound discrimination – environmental</p> <p>Body Percussion</p> <p>Voice Sounds</p>	<p>Speaking in sentences – votes e.g., best way to travel, favourite weather, food etc “I like snow the best because...”</p> <p>Ask questions to discover the character</p> <p>Answering ‘how and why’ questions</p> <p>Use new vocabulary from familiar texts or poems</p>	<p>Bug in a Rug</p>	<p>Story mapping and retelling stories</p>	<p>Story mapping and retelling stories</p>	<p>Follow a story without pictures and answer questions</p> <p>Story mapping and retelling stories</p> <p>Speak in full sentences, use of past, present and future tenses</p>
<p>Communication and Language Checkpoints</p> <p>Speaking</p>	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). ✓ Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). ✓ Ask simple questions (e.g. Where is Mummy?) 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. ✓ Use full sentences, sometimes with encouragement, to express complete ideas (e.g. “I like chocolate more than vanilla”, rather “chocolate better” ✓ Ask questions when they don’t understand instructions. ✓ Uses simple conjunctions in speech, e.g. and, but. ✓ Use new vocabulary from books and stories as they discuss/retell the story. 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Speaks in whole class situations, e.g. answering questions at Story Time. ✓ Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. “This lunch is delicious” or “I need to count back to subtract”. ✓ Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. ✓ Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). ✓ Uses a range of conjunctions e.g. so, but, and, because to extend their sentences and to connect ideas. ✓ Uses more detail in conversation. ✓ Uses speech to organise simple activities (e.g. You go first and I’ll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy) 	<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ✓ ELG-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ✓ ELG-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice. ✓ Explaining and justifying a viewpoint. ✓ Use a range of vocabulary in lively and appropriate ways. 		

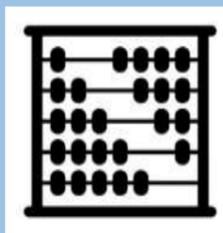
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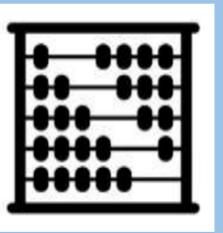
		<ul style="list-style-type: none"> ✓ Recite familiar rhymes/poems and join in with repeated refrains from stories. 				
<p>Poetry Basket Chn learn one poem a week. A recording will be added each Friday to Tapestry. Children to have access to class poem book</p>	<ul style="list-style-type: none"> ★ Falling Apples ★ Basket of Apples ★ Chop Chop ★ Cup of Tea ★ Wise Old Owl ★ Five Little Pumpkins 	<ul style="list-style-type: none"> ★ Pointy Hat ★ Breezy weather ★ Leaves are falling ★ Who Has Seen the Wind? ★ Mice ★ Shoes ★ Carrot Nose 	<ul style="list-style-type: none"> ★ Lets put on Our Mittens ★ I can build a Snowman ★ A Little House ★ Popcorn ★ Furry Furry squirrel 	<ul style="list-style-type: none"> ★ Pancakes ★ Spring wind ★ Hungry birdies ★ A Little Seed ★ Stepping Stones ★ Mrs Bluebird 	<ul style="list-style-type: none"> ★ I have a little frog ★ Five Little Peas ★ Sliced Bread ★ Pitter Patter ★ Five Little Owls ★ Dance 	<ul style="list-style-type: none"> ★ The Fox ★ Monkey Babies ★ Thunderstorm ★ Under a Stone ★ If I were So Very Small ★ A Little Shell
<p>Anne Locke Tiered Vocabulary</p>	<p>Practitioners will have copies of Anne Locke’s Abstract Vocabulary checklist, being aware of words that children need to know and be able to use in their vocabulary. Vocabulary will be taken from this list which staff will focus upon and will be planned into activities to be modelled correctly and will also be pulled out during the reading of texts.</p>					

Maths



Maths is taught through a combination of whole class, small group and through interactions with adults and peers as children access the continuous and enhanced provision as well as through daily routines, i.e. voting for story, recording who is here today, daily calendar and more.

Using an overview provided by Jenny Cook outlining key mathematical concepts, this will provide support with planning and sequencing learning that is progressive and continues to build on and revisit foundational knowledge. At this age and stage children will receive practical, hands-on, and real-life maths tasks and opportunities where they will become familiar with using manipulatives and will secure concept images and will work through concrete, pictorial and abstract concepts in line with their needs.



Through receiving training delivered by Karen Wilding the practitioners in the setting are enabled and empowered to supply opportunities to develop solid number sense particularly in the understanding and delivery of subitising and use of five and ten frames. Ensuring children have solid number sense, time and shape opportunities are also provided throughout the learning environment and through daily routines, e.g., self-registration, class calendar, birthday and seasons displays. Staff also have access to a CPD library of Maths books (e.g., Derek Haylock) to refer to and ensure correct subject knowledge to enable them to provide children with the best foundations in Maths learning from which will ensure success throughout their later years.

<p>Maths Checkpoints Numbers</p>	<p><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Subitise to 3. ✓ Represent 1 - 3 on fingers, on a tens 	<p><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Subitise to 4. ✓ Discuss composition of numbers to 4, showing some 	<p><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Discuss composition of numbers to 4, showing some automatic recall of number facts. ✓ Confidently subitise rather than count small groups of objects. 	<p><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG - Have a deep understanding of number to 10, including the composition of each number. ✓ ELG - Subitise (recognise quantities without counting) up to 5.
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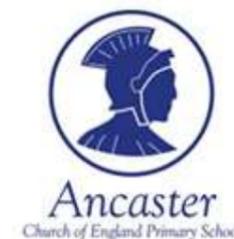
“A child’s capacity to learn is a direct result of the environment they are in. If we provide an environment that is thoughtful, inclusive, caring and responsive children are much more likely to thrive in their learning.” – Uplifting Early Childhood



	frame and with objects.	automatic recall of number facts. ✓ Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2”	✓ Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)	✓ ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Those working in Greater Depth may:</u> ✓ Be able to “conceptually subitise” to 10 or beyond. ✓ Know number bonds to 10 or beyond. ✓ Link subtraction and addition in meaningful ways, e.g. when exploring the part-whole model. ✓ Make strong links between areas of their learning, e.g. doubling/halving.		
Numbers	Self-registration onto 5 frames with photos as children enter school – full or not full Conceptually Subitise 1-3 Using moveable objects of same size, colour and shape, gaining conceptual images on a five frame, use of fingers to represent an amount. Comparison Composition of number to 4	Self-registration onto 5 frames with photos as they enter school Conservation of number Split amounts up to see the groups within the whole amount then move to the 5 frame to see the total has remained the same – ‘move it to prove it’	Self-registration on a five frame with photos Comparison Composition	Self-registration on ten frames with photos	Self-registration on tens frames with abstract ‘counters’ Number bonds Sharing and grouping Estimating	Self-registration on tens frame with cubes – compare each day of the weeks attendance
Maths Checkpoints Numerical patterns	<u>Baseline:</u> ✓ Join in with number songs, attempting to represent numbers using fingers where appropriate. ✓ Recite numbers to 10 or beyond.	<u>By the end of Autumn 2:</u> ✓ Recite numbers to 20 confidently. ✓ Count back from 10. ✓ Demonstrate understanding of the cardinal principle when counting objects. Show	<u>By the end of Spring 2:</u> ✓ Recite numbers to 20 and back from 20. ✓ Count on from a given number to 20 and back from a given number 0 - 10. ✓ Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. ✓ Say the number one more/less than a given number 1 - 10.	<u>By the end of Summer 2/ELG:</u> ✓ ELG - Verbally count beyond 20, recognising the pattern of the counting system. ✓ ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ✓ ELG - Explore and represent patterns within numbers up to 10, including evens and odds,		

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	<ul style="list-style-type: none"> ✓ Demonstrate understanding that we use one number for each item, when counting. ✓ Attempt to count objects, actions and sounds. ✓ Use and understand the term “more” in practical contexts. 	<p>accuracy when counting a group of up to 5/10 objects.</p> <ul style="list-style-type: none"> ✓ Use and understand the terms more and fewer/less in practical contexts. ✓ Understand the term equal when comparing two groups of objects. 	<ul style="list-style-type: none"> ✓ Explore sharing into equal groups in practical contexts, commenting on what they notice. 	<p>double facts and how quantities can be distributed equally</p> <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Make estimations based on their “number knowledge/sense”, e.g. <i>that number must be greater than 20 because I can see two full tens and a part finished ten.</i> ✓ Apply their number knowledge to solve problems, e.g. <i>It takes 3 eggs to make a cake so I must need 6 for two cakes.</i> 		
Numerical Patterns	<p>Counting for ordinality (order) rather than cardinality (how many) – through counting songs</p> <p>Counting (sounds, actions)</p>	<p>Counting for ordinality (order) rather than cardinality (how many) – through counting songs</p> <p>Counting down to mark end of transition times</p> <p>Match amount to numerals – building towers with cubes, recognise the staircase pattern of numbers growing by one</p>			Ordinal numbers	Odd and even numbers
Maths Checkpoints Shape, Space and Measure	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight.</i> ✓ Time - understand <i>first/next</i> ✓ <i>Sorting/matching</i> - sort groups of objects according to different criteria 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Time - Understand <i>yesterday/today/tomorrow</i>. Recite days of the week. ✓ Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape ✓ Use shapes to make pictures/models. ✓ Measure - use and understand the terms short/tall, 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. ✓ Time - Use and understand <i>before/after</i> ✓ Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. ✓ Pattern - continue a simple AB, ABC pattern 		<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p> <p style="text-align: center; background-color: #e0ffff;">No ELG for this area</p> <ul style="list-style-type: none"> ✓ Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. <i>this is heavier than that.</i> ✓ Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). ✓ Shape - Know some common 2D and 3D shapes. ✓ Pattern - create, copy and continue a simple pattern <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Pattern - create patterns of increasing complexity, e.g. ABCCABCC or spot errors in a given pattern. 	

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		large/small. Sequence 4 items according to these criteria.			
Shape, Space and Measure	Sorting and classifying Which one doesn't belong/odd one out	Daily calendar – cross out each passing day Sing days of the week song Pattern – copy, continue, fix, describe, create, Shape – explore properties and create pictures with shapes	Measure	Pattern Prepositions Spatial Awareness Shape	Measure Shape Pattern
Books Linked to Maths	Odd Dog Out Simon Sock The Button Box Goldilocks and the Three Bears	Junk DNA The Very Hungry Caterpillar Shape Books by Jon Klassen	Ten Black Dots Kipper’s Toybox Actual Size Prehistoric Actual Size	The Perfect Fit One More Try	Mr Gumpy’s Outing The Doorbell Rang One is a Snail, Ten is a Crab

Personal, Social and Emotional Development (PSED)



The delivery of PSED comprises of adult-directed circle times, small group discussions, 1:1 interactions and through an environment which offers many opportunities for children to practise, refine and develop their social and emotional skills in a comfortable, nurturing and thoughtful environment with practitioners who can identify children’s next steps and support them ‘in the moment’ to engage with their peers, learn to share, communicate, play and engage with each other and develop happy, independent and curious learners.



Adult led whole class inputs and small group tasks/circle time are supported by planning from the Cambridgeshire PSHE service

PSED Checkpoints Self-regulation	<u>Baseline:</u>	<u>By the end of Autumn 2:</u>	<u>By the end of Spring 2:</u>	<u>By the end of Summer 2/ELG:</u>
	<ul style="list-style-type: none"> ✓ Express their feelings and give simple reasons, e.g. I want Mummy. ✓ Seek help through finding an adult. ✓ Allow an adult to comfort them. ✓ Recognise when a peer is upset. 	<ul style="list-style-type: none"> ✓ Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. ✓ Explain to an adult what has happened when they are upset. ✓ “Bounce back” quicker after upsets 	<ul style="list-style-type: none"> ✓ Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> ✓ Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>“Stop that, I don’t like it”</i> or <i>“Can I have a turn when you are finished?”</i> ✓ Follow two-step instructions. ✓ Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. 	<ul style="list-style-type: none"> ✓ ELG-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ✓ ELG-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ✓ ELG-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p style="text-align: right;"><u>Those working in Greater Depth may:</u></p>

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		<p>and with more independence.</p> <ul style="list-style-type: none"> ✓ Follow familiar, routine instructions independently. 			<ul style="list-style-type: none"> ✓ Negotiate assertively to organise a game or solve a conflict.
	<p>What rules will make a happy and safe classroom?</p> <ul style="list-style-type: none"> - Create and agree on class rules together <p>Beginning and Belonging</p> <p>What have I learnt to do and what would I like to learn next?</p> <p>How can I play and work well with others?</p> <p>How can I show I am listening to an adult?</p> <p>What can help me to follow instructions?</p>	<p>Develop turn-taking</p> <p>Recognise emotions in characters in stories read</p>	<p>Managing emotions within play</p> <p>Learn to lose (class games)</p> <p>My Emotions</p> <p>Can I recognise and talk about my feelings?</p> <p>Can I recognise emotions in other people and say how they might be feeling?</p> <p>Do I know what might cause different emotions in myself and others?</p> <p>How might I and others feel when things change?</p> <p>What are some simple ways to help myself feel better?</p> <p>How can I help other people feel better?</p> <p>What could I do when things are difficult for me?</p> <p style="text-align: center; color: #4a7ebb;">Links to Mental Health Week</p>	<p>Resilience</p> <p>Class Games – turn-taking, winning and losing</p>	<p>Preparation for change - moving to year one – transition, discuss feelings, worries or concerns</p>
<p>PSED Checkpoints</p> <p>Managing Self</p>	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Use the toilet independently. ✓ Take their coat off and put it on. ✓ Follow a simple instruction as part of a 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Use the toilet independently and wash their hands well, knowing why this is important. 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Dress and undress for PE independently. ✓ Discuss healthy food choices. ✓ Sort healthy foods from less nutritional food. ✓ Discuss sensible choices. 		<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ✓ ELG-Explain the reasons for rules, know right from wrong and try to behave accordingly.

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	<p>group, e.g. sit down, let’s go outside.</p> <ul style="list-style-type: none"> ✓ Join in an activity when invited by an adult. 	<ul style="list-style-type: none"> ✓ Undress independently for P.E., with help for buttons ✓ Do up their coat. ✓ Abide by most of the rules of the classroom. ✓ Try new activities independently or with peers. 	<ul style="list-style-type: none"> ✓ Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. ✓ Begin to persevere when something is challenging. ✓ Work on short activities independently, e.g. a Phonics game. 	<ul style="list-style-type: none"> ✓ ELG-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p style="text-align: center;"><u>Those working in Greater Depth may:</u> Confidently speak in a large group context, e.g. answering a question in assembly.</p>	
	<p>Develop independence – washing hands, toileting and doing up zips</p>	<p>Dressing for PE with greater levels of independence Teach children how to do zips on coats – encourage independence and resilience: have a go, if you can’t do it ask a friend, if they can’t do it come to a teacher. Try on your own first Nurse visit – hand washing activity with glitter</p>	<p>Countdown timer available on screen for children to challenge themselves to dress themselves more quickly for PE Rocket Phonics games available on IWB – turn taking actively encouraged, children to begin to independently manage this</p>	<p>Healthy Lifestyles What can I do to keep my body healthy? Why are food and drink good for us? How can I make healthier choices about food?</p>	<p>Recognise and manage risks</p> <p>My Body and Growing Up How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with?</p> <p>Keeping Safe (non stat) How can I keep safe at home and school?</p> <p>Children gain new experiences and participate in new activities as they take part in transition events ahead of their move to year one. Children support new starters in accessing the indoor and outdoor learning environment, they become role models to the new younger members of the school during their transition days</p>
<p>PSED Checkpoints Building Relationships</p>	<p><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Play alongside new peers and ‘with’ familiar peers. ✓ Show interest in their new peers. 	<p><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Join in with a group of children who are playing. ✓ Form some closer friendships and seek them out to initiate play. ✓ Speak to peers within a game or activity. ✓ Take turns, with adult support, e.g. when playing a board game. 	<p><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Hold back & forth conversations, listening to their peers’ ideas and responding appropriately. ✓ Show empathy in simple ways, e.g. finding an adult for a child who is hurt. ✓ Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. ✓ Take turns with a little support from an adult or with the systems in place, e.g. sand timers. 	<p><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG-Work and play cooperatively and take turns with others. ✓ ELG-Form positive attachments to adults and friendships with peers. ✓ ELG-Show sensitivity to their own and to others’ needs <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Play and organise games with rules. ✓ Understand that different children have different viewpoints and opinions. ✓ They resolve minor disagreements through listening to each other to come up with a fair solution. 	

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	<p>Making Friends</p> <p>Family and Friends Who are special people and why are they special to me? Who is in my family and how do we care for each other? What is a friend and how can I be a good one? How do I make new friends? How can I respect my own needs and the needs of others? How can I make up with friends when I have fallen out with them? How does what I do effect others?</p>	<p>Me and My World Who are the people who help to look after me and my school? Where do I live and what are the different features in my neighbourhood? Who are the people who live and work in my neighbourhood, including people who help me.</p> <p>Links to People who help us and our local area</p>	<p>Conversation pictures provided at snack table for children to discuss</p>	<p>Children to take turns using IWB to engage in interactive games – timer in place to show when their time is up. Children learn to wait patiently for their turn.</p>	<p>How can I make up my own game? What are the rules to my game?</p>	<p>Identities and Diversity Who are the people in my class and how are we similar and different from each other? What are some similarities and differences in the way people live their lives? What is life like in different countries? How do we celebrate what we believe in and how is this different for different people?</p>
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Expressive Arts and Design (EAD)



Opportunities are provided throughout both the indoor and outdoor learning environments and children have access to daily opportunities to join in with rhymes, songs and poetry. Through the continuous provision children are provide with opportunities to develop their role play skills with costumes, fabrics and stories readily available for children to access. Children are encouraged to use and develop their imaginations as they interact with a wide range of small and large loose parts where the limit is only their imagination. Practitioners provide provocations led by children’s interests through observations and interactions and by adding enhancements or through interactions will support and enable children to create art, structures, stories, music and more. Children will make progress in EAD through a combination of child-led, adult-led and adult-initiated and adult-led opportunities.



EAD Checkpoints	<p><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Enjoy mark-making opportunities. ✓ Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<p><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). ✓ Talk about what they like or could improve 	<p><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. ✓ Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. 	<p><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ✓ ELG – Share their creations, explaining the process they have used. ✓ ELG – Make use of props and materials when role playing characters in narratives and stories.
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	<ul style="list-style-type: none"> ✓ Use objects as representations in pretend play, e.g. a cuboid block as a telephone. ✓ Use blocks/construction toys to build “small worlds” e.g. a pen on a farm. 	<p>about what they have created.</p> <ul style="list-style-type: none"> ✓ Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it. ✓ Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait. 	<ul style="list-style-type: none"> ✓ Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. ✓ Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. “I used 18sellotape because the glue was too runny to hold something heavy”. 	<p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. ✓ Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist. ✓ Show mastery and confidence in techniques, e.g. colour-mixing. 		
EAD	<p>Join in with songs Call and response songs</p> <p><u>Adult Led Focus Activities:</u> Self-portraits Family portraits Explore colour and colour mixing</p>	<p>Transient Art – link to James Brunt artist focus</p> <p>Use of powder paints mixed with puddles</p> <p><u>Adult Led Focus Activities:</u> Clay diva lamps</p> <p>Firework pictures – rolling marbles</p> <p>Design a Christmas card – using colours for a purpose</p>	<p>Making lanterns Chinese writing Junk modelling – different methods of attaching Introduce -work in progress signs for chn to save their work to carry over to the next day</p> <p><u>Adult Led Focus Activities:</u> Using colours for purpose Exploring light and shadow – puppets on light box Self-portraits – pens and watercolours</p>	<p>Colour mixing – Creating different shades by adding black and white</p> <p>Make props to retell stories e.g. puppets, storytelling spoons</p>	<p>Sewing focus – Puppets</p> <p>Observational drawings (pastels)</p>	<p>Self-portraits</p> <p>Design your own transport</p> <p>Boxing Day – what can you do with a cardboard box?</p>
Artist Focus	Yayoi Kusama	James Brunt	Kandinsky	Jackson Pollock	Mondrian	Edward Tingatinga
<p>Within provision and through some short inputs children</p>	<p>(Link to dot day – sticker dots for fine motor practise, link to exhibit in London)</p>	<p>art with natural materials (found in our local area, large scale art)</p>	<p>(circle focus linking to and revisiting fine motor control and anti-clockwise practise for handwriting)</p>	<p>(Flicking paint) Whole class collaborative work</p>	<p>Primary colours – paint inside the lines Masking tape resist painting</p>	<p>(animal art- pattern and printing)</p> <p style="text-align: center;">Alma Thomas</p>

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will be introduced to various artists to inspire art work and support creativity	Stephen Wiltshire (British Artist – link to Class Identity Day and Baselines – drawings with detail)		George Seurat (pointillism) – create dotted pictures (link to ten black dots maths focus)	Discover best tool to use to flick paint Explore stencil and masking tape resist with flicking paint technique Express feelings through art – how can I make my art look happy, sad etc?	Create different shades of the primary colours by adding black and white – use the shades in Mondrian style pictures Link to maths – Squares and oblongs	(colour and collage and shape) Use various media, paint, chalk, pastels, stickers, mosaic pieces
EAD Checkpoints Being Imaginative and Expressive	<u>Baseline:</u> <ul style="list-style-type: none"> ✓ Respond to music with movement. ✓ Request a favourite song/rhyme. ✓ Know and join in with some nursery rhymes or favourite songs and poems. ✓ Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. ✓ Develop storylines through small-world or role-play. 	<u>By the end of Autumn 2:</u> <ul style="list-style-type: none"> ✓ Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. ✓ Keep a beat using a musical instrument or body percussion. ✓ Perform familiar songs/rhymes in small groups. ✓ Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. ✓ Retell parts of familiar stories through use of puppets, toys, masks or small-world. 	<u>By the end of Spring 2:</u> <ul style="list-style-type: none"> ✓ Discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”. ✓ Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. ✓ Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. ✓ Create more complex narratives in their pretend play, building on the contributions of their peers. ✓ Organise themselves into collaborative creative opportunities (role play, performance, artwork). 	<u>By the end of Summer 2/ELG:</u> <ul style="list-style-type: none"> ✓ ELG – Invent, adapt and recount narratives and stories with peers and their teacher. ✓ ELG – Sing a range of well-known nursery rhymes and songs. ✓ ELG – Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music. ✓ Perform with confidence and awareness of the audience, e.g. using expression. ✓ Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement. 		
Music Chn will also attend choral	Call and response songs Singing nursery rhymes	Watch a live performance – travelling pantomime	Music from Britain – traditional and folk music Body percussion	Using and exploring instruments	Making music from everyday materials – stomp style	Listen to music from around the globe

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worships and build a repertoire of songs	Keep a beat with body percussion Learn a song for harvest Festival and perform to an audience	Learn Christmas songs and perform songs and poems to parents Keep a beat with instrument			Change the words to a song	Learn a traditional African song Do a Hakka
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Understanding the World (UTW)

Understanding the world...



UTW Checkpoints Past and Present	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Discuss who is in their family and show some sense of their own history, e.g. <i>“I was born first and then the twins”</i> or <i>“before I was born, Mummy lived in Spain but now we live in London”</i>. 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Talk about people around them in good detail, describing their roles, interests or news about them. ✓ Discuss past and upcoming events within their own family, e.g. <i>“When I was a baby, I had a Christening”</i> or <i>“At my third birthday, I had a dinosaur cake”</i> ✓ Understand that the past is the time “before now”. 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Discuss images of the past and contrast them in discussion, e.g. <i>“They are travelling on a horse and cart because there were no cars like we have then”</i>. ✓ Listen to, respond and ask questions about fiction & non-fiction books about characters from the past. 	<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG – Talk about the lives of the people around them and their roles in society. ✓ ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ✓ ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling. <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Suggest reasons why people’s lives were different in the past, making more thoughtful links, e.g. <i>We don’t have photographs of Jesus because cameras didn’t exist then.</i> 	
	Family Trees Grandparents Day – understand that the past was the time before now – look at pictures of grandparents when younger compare with themselves	Go on walk of local community – enable chn to discuss people around them they know who live/work there Birthday celebration for WOW Day, how do you celebrate in your house?	Compare old and new toys – look at materials, uses, similarities and differences Old and new materials Exploring magnets on different materials		Compare two naturalists – David Attenborough and Greta Thunberg – what were they doing at the same age – what was life like for them both, once in the past and one more recent?

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		Look back on what we have learnt so far since starting school, books we have read, picture on Tapestry.				
UTW Checkpoints People, Culture and Communities	<u>Baseline:</u> <ul style="list-style-type: none"> ✓ Notice similarities and differences between people, reflecting on differences positively. ✓ Know that they may come from a different country from other children and understand that these are different places. ✓ Show interests in different occupations, e.g. role-playing police or doctors. 	<u>By the end of Autumn 2:</u> <ul style="list-style-type: none"> ✓ Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. ✓ Share their experiences of local features of our community, e.g. playground, Tescos, Woody’s ✓ Know the church is special to Christians. 	<u>By the end of Spring 2:</u> <ul style="list-style-type: none"> ✓ Look at maps of our school/area and discuss the features they notice. Make their own maps. ✓ Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. ✓ Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. <i>“There are no lions in England but there are in Africa”</i> or <i>“In Spain, the weather is warmer than here”</i>. 	<u>By the end of Summer 2/ELG:</u> <ul style="list-style-type: none"> ✓ ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ✓ ELG - 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. ✓ ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding. ✓ Understand that people have different beliefs/customs/traditions and it is important we respect these. 		
Norman the Travelling Gnome	A class character that travels to different places, chn see place on the map, learn more about the place, traditions, culture, language and food					
	<u>Norman the Travelling Gnome:</u> Our Classroom and garden Our School	<u>Norman the Travelling Gnome:</u> Ancaster Lincoln	<u>Norman the Travelling Gnome:</u> The North Pole The South Pole	<u>Norman the Travelling Gnome:</u> Wales Ireland Scotland	<u>Norman the Travelling Gnome:</u> France Italy Spain	<u>Norman the Travelling Gnome:</u> China India Africa
People, Culture & Communities	Studying ourselves and our families What makes me special?	Maps of local area Different occupations	Lunar New Year	Create maps	Food tasting – different cultures	Recycling – children to sort the recycling by type

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	Who are special people to me? Participate in Harvest Festival	Who are special people in my community? What roles do they have? Exploring local houses and buildings Exploring building materials – link 3 little pigs				Litter collection – chn to take care of our school and take turns during term to be on ‘litter’ picking duty’ How can we take care of the world around us? World Map
RE People Culture and Communities Still to be updated	Myself I know that some people believe in God I know some key words to describe people who are religious e.g. Christian, Muslim, Jewish, Sikh, Buddhist and how religion is an ordinary part of their lives	Special People To Me I know that some people are special to us. I know that Jesus is a special person to Christians Celebrations – Diwali, Christmas – how do different people celebrate? Diwali Day – Story of Rama and Sita, retell using puppets, Rangoli patterns, powder paints, diva lamps, dancing	Our Special Books I know the Bible is a special book for Christians I know the Qur’an is a special book for Muslims Share story of Creation, The Lost Sheep (Christianity), The Prophet and the Spider (Islam)	Salvation (UC) Why do Christians put a cross in the Easter garden? I know the palm cross is a special symbol for Christians I can retell some key events from Palm Sunday I recognise the shape at the top of a hot cross bun	Creation (UC) Why is the word ‘God’ so important to Christians? I know that God is very important to Christians I can retell the Creation story from the Bible I know how Christians celebrate Harvest Festival	Our Beautiful World I know that we can use all of our senses to find out about the natural world I know that Christians and Muslims believe the natural world is so special because God created it. What is special about our world?
UTW Checkpoints The Natural World	<u>Baseline:</u> ✓ Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. ✓ Talk about forces they feel, e.g. water pushing a boat up to	<u>By the end of Autumn 2:</u> ✓ Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits.	<u>By the end of Spring 2:</u> ✓ Offer simple, logical explanations for what they have observed, e.g. <i>“Maybe it melted because the weather is warmer”</i> or <i>“It is light so I think that helps it float”</i> . ✓ Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. ✓ Use modelled, topical vocabulary in discussion. ✓ Compare different environments to their own, e.g. Notice differences between the countryside in		<u>By the end of Summer 2/ELG:</u> ✓ ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. ✓ ELG - 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. ✓ ELG - Understand some important processes and changes in the natural world around them,	

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	<p>float, elastic bands stretching, magnets.</p> <ul style="list-style-type: none"> ✓ Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. ✓ Use their senses to explore natural materials and describe what they observe, e.g. “a heavy log” “wet leaves”. 	<ul style="list-style-type: none"> ✓ Make more careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. ✓ Make simple drawings of natural objects, e.g. leaf 	<p>comparison to cities, when listening to stories in these settings.</p>	<p>including the seasons and changing states of matter.</p> <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Use a mature vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation. ✓ Show understanding of some ways that the natural world can be harmed (e.g. pollution) and some ways we can look after it (e.g. recycling). ✓ Have a personal interest in an area of the natural world (e.g. the ocean, dinosaurs, space) and be particularly knowledgeable about it. 		
	<p>Washing hands – germs experiment with bread</p> <p>Floating and sinking</p> <p>What treasures from nature can I collect for the mud kitchen?</p> <p>Conkers</p>	<p>Autumnal changes – leaf study</p> <p>Signs of Autumn checklist, Leaf kebabs</p> <p>Cooking: making Christmas cookies</p>	<p>Winter weather changes</p> <p>Study frost, snow, ice</p> <p>Nocturnal animals</p> <p>Hibernating animals</p> <p>Ice experiment – how can we make ice? How can we melt the ice?</p>	<p>Spring/new life</p> <p>Planting</p> <p>The needs of a plant experiment</p> <p>Life cycles</p> <p>Where do we live? Map of the UK</p> <p>Monitor rain fall</p> <p>Cooking: melting chocolate</p>	<p>Planting sunflowers</p> <p>Computer art – sequence of a flowers growth</p> <p>Naming different plants and flowers – notices their differences</p>	<p>Building a bug hotel</p> <p>Investigating shadows</p> <p>Make viewing tubes with coloured cellophane</p>

Physical Development (PD)



Physical development...

Funky fingers, fine motor,
gross motor,
PE lessons, outdoor environment



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PD Checkpoints Gross Motor Skills	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. ✓ Stops or attempts to avoid obstacles when running. ✓ Explores and uses climbing equipment, with a little adult support at challenging parts. 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Begins to run with more fluency, avoiding obstacles. ✓ Explores and develops confidence in different ways of moving, e.g. hopping. ✓ Independently uses climbing equipment, e.g. the trim trail. ✓ Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it. 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. ✓ Uses climbing equipment with confidence and enjoyment. ✓ Demonstrates good posture when working on table-top activities. ✓ Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag. 		<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p> <ul style="list-style-type: none"> ✓ ELG - Negotiates space and obstacles safely, with consideration for themselves and others. ✓ ELG - Demonstrates strength, balance and coordination when playing. ✓ ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Shows precision in movements (e.g. gymnastics) and excellent body control. ✓ Shows strength and power when jumping, throwing etc. ✓ Links series of movements fluently and confidently, e.g. in Dance. ✓ Engages in energetic and challenging physical activity through choice and with pleasure. 	
Physical Development Gross Motor PE Planning supported by Get Set 4 PE Scheme	<p>Introduction to PE Unit 2 Topic: Everyday Life</p> <p>Key skills: Moving around a space safely, running, jumping, throwing, catching, rolling, sharing and taking turns</p>	<p>Dance Unit 2 Topic: Places</p> <p>Key skills: Travelling, copying and performing actions, balance, coordination, counting, observing and feedback</p>	<p>Fundamentals of PE Unit 1 Topic: All about Me</p> <p>Key skills: Balancing, running, jumping, changing direction, hopping, travelling</p>	<p>Gymnastics Unit 2 Topic: Traditional Tales</p> <p>Key skills: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forward roll, travelling, creating sequences</p>	<p>Ball Skills Unit 2 Topic: Weather</p> <p>Key skills: Rolling a ball, stopping a rolling ball, tracking a ball, throwing at a target, bouncing a ball, dribbling with feet, kicking</p>	<p>Games Unit 2 Topic: Around the world</p> <p>Key skills: Running, changing direction, striking a ball, communication, cooperation, using tactics</p>
PD Gross Motor Enhancements	<p>Obstacle courses Beanbags Lining up and queuing</p>	<p>Building structures – houses, transport A frames and ladders Travelling safely around local area – hold hands, walk with a partner</p>	<p>Balance Bikes – on playground in groups weather permitting</p>	<p>Balance Bikes – manoeuvring around obstacles Balls Ball Runs Gravel pit</p>	<p>Gardening Water play Junk modelling Tunnels Self-serve dough station</p>	<p>Den Building Water play Being still – cloud spotting Running track on the field – running races</p>
PD Checkpoints Fine Motor Skills	<p style="text-align: center;"><u>Baseline:</u></p> <ul style="list-style-type: none"> ✓ Uses a spoon or fork to eat independently. 	<p style="text-align: center;"><u>By the end of Autumn 2:</u></p> <ul style="list-style-type: none"> ✓ Uses a spoon or fork to eat with increased 	<p style="text-align: center;"><u>By the end of Spring 2:</u></p> <ul style="list-style-type: none"> ✓ Uses a knife and fork, attempting to cut soft foods. 		<p style="text-align: center;"><u>By the end of Summer 2/ELG:</u></p>	

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Physical Development Fine Motor – Funky Fingers	<ul style="list-style-type: none"> ✓ Uses mark-making tools such as paintbrushes, pens and chalk. ✓ Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed). ✓ Has developed a dominant hand. ✓ Cuts straight lines with scissors/snippers. <ul style="list-style-type: none"> ✓ Draws circles, horizontal/vertical lines. 	<ul style="list-style-type: none"> control and independence. ✓ Forms the pre-writing shapes. ✓ Forms all the letters of their names correctly. ✓ Forms recognisable letters for the full alphabet. ✓ Uses an effective (non-palmer pencil grip) ✓ Uses scissors to cut out a simple shape independently, e.g. circle/square. ✓ Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house. 	<ul style="list-style-type: none"> ✓ Forms all letters of the alphabet with correct formation. ✓ Working towards or using a tripod grip. ✓ Uses scissors with effective hand-positioning and with control. ✓ Adds detail to drawings, e.g. eyelashes or windows on a house. 	<ul style="list-style-type: none"> ✓ ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ✓ ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery. ✓ ELG - Begins to show accuracy and care when drawing <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Sits writing on or line and begin to show clear ascenders/descenders. ✓ Able to control the size of their letters/numbers. ✓ Uses a knife and fork together confidently to cut food. ✓ Draws detailed pictures. ✓ Can do/undo buttons and zips. 		
Physical Development Fine Motor – Funky Fingers	Range of activities available to children as they enter the classroom to develop their fine motor skills and control Threading, cutting, tweezers, pipettes, drawing, colouring, peg boards, name writing, letter formation practise			Handwriting, caption writing and reading focus		
Physical Development Fine Motor	Dough Disco – building strength in hand muscles	Dough Disco Scarf Dancing and Pen Disco: Horizontal and vertical movements, circles, diagonal lines, zigzags	Scarf Dancing and Pen Disco: Concentric circles, arches, Squares, wavy lines	Pen Disco Spirals, diagonals, triangles, figure of 8	Handwriting – letter formation Sitting letters on the line Colour inside lines	Handwriting – capital letters
Other	<u>Baseline:</u>	<u>By the end of Autumn 2:</u>	<u>By the end of Spring 2:</u>		<u>By the end of Summer 2/ELG:</u> No mention in ELGs	

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(self-care/health)	<ul style="list-style-type: none"> ✓ Washes hands with adult supervising/prompting. ✓ Uses the toilet independently. 	<ul style="list-style-type: none"> ✓ Washes hands independently. ✓ Understands that some foods are healthier for us and some are less so. ✓ Talks about how their body feels after exercise and knows that this activity is positive for our health. 	<ul style="list-style-type: none"> ✓ Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). ✓ Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. ✓ Discusses the effects of tiredness or lack of sleep. ✓ Discusses simple healthy food choices. 	<ul style="list-style-type: none"> ✓ Discusses the effect exercise/activity has on their body. ✓ Knows some healthy choices we can make regarding physical activity, food, sleep and hygiene (including oral hygiene) <p style="text-align: center;"><u>Those working in Greater Depth may:</u></p> <ul style="list-style-type: none"> ✓ Knows why some foods are healthier, e.g., mentions nutrients, growth etc. ✓ Describes the effects of poor oral hygiene (e.g., cavities), lack of sleep (e.g., poor concentration and mood) and unhealthy food choices in more depth. ✓ Makes considered healthy choices and talks about their physical health with understanding of how we influence it.
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