



EYFS Topic Planning Overview



Specific Areas

Autumn Term

Themes: Transition, Nursery Rhymes, People who Help us, Christmas



Most children will start their learning Journey working within 3-4 years and progressing through the stages during their time in Reception, by the end of their time in Reception children should be reaching the Early Learning Goals and being ready for the Year 1 curriculum

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Comprehension Word Reading Writing 	<ul style="list-style-type: none"> Number Numerical Patterns 	<ul style="list-style-type: none"> Past and Present People, Culture and Communities The Natural World 	<ul style="list-style-type: none"> Creating with Materials Being Imaginative and Expressive
Seasonal: Autumn & Winter			
Celebrations & Festivals: Hoshana Rabbah- Jewish Festival, Halloween All saints Day, Diwali, Bonfire Night/Guy Fawkes, Remembrance Day, First Day of Advent Hanukkah – Jewish Festival, St Andrew’s Day, Christmas			
Seasonal: Autumn			
3-4 Years <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning - print can have different purposes - we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing • Develop their phonological awareness, so that they can <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same 	3-4 Years <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number 	3-4 Years <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Explore and talk about different forces they can feel. 	3-4 Years <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.



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<p>initial sound, such as money and mother</p> <ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some or all of their name.• Write some letters accurately.	<p>of objects to match the numeral, up to 5.</p> <ul style="list-style-type: none">• Experiment with their own symbols and marks as well as numerals.• Solve real world mathematical problems with numbers up to 5.• Compare quantities using language: 'more than', 'fewer than'.• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.• Understand position through words alone – for example, "The bag is under the table," – with no pointing.• Describe a familiar route.• Discuss routes and locations, using words like 'in front of' and 'behind'.• Make comparisons between objects relating to size, length, weight and capacity.• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.• Combine shapes to make new ones – an arch, a bigger triangle, etc.• Talk about and identifies the patterns around them. For	<ul style="list-style-type: none">• Talk about the differences between materials and changes they notice.• Continue developing positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<ul style="list-style-type: none">• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.• Explore colour and colour-mixing.• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.
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	<p>example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
<p>Children in Reception</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Form lower-case and capital letters correctly. 	<p>Children in Reception</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Continue, copy and create repeating patterns. • Compare length, 	<p>Children in Reception</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them 	<p>Children in Reception</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.



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<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 			
<p>ELG's <u>Comprehension</u></p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	<p>ELG's <u>Number</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<p>ELG's <u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, 	<p>ELG's <u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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<ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters.		<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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