

EYFS Yearly Overview and Knowledge Organiser – Autumn Term

Prime Areas of learning:

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

Specific Areas of learning:

Literacy, Mathematics, Understanding the World, Expressive Art and Design

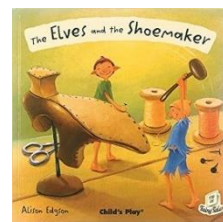
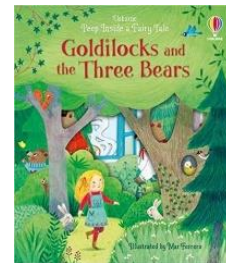
Key Learning Focuses for the Autumn Term

C&L: Listen carefully. Use new vocabulary. Re-tell and talk about stories. Learn rhymes, poems and songs.

PSED: Build relationships with others. Express their feelings appropriately. Consider the feelings of others. Manage their own needs with adult support.

PD: Become increasingly independent. Begin to manage personal hygiene. Develop core strength and coordination. Develop fine motor control for pencil grip.

Anchor Text:



Key Vocabulary:

Feelings, happy, sad, safe, worried, seasons, weather, bigger, smaller, more, less, subitize, equal, the same, reading, sounds, family, author, illustrator, traditional tale, emergency, hero

Key Learning Focuses for the Autumn Term

L: Learn letter sounds Set 1 and begin to blend sounds into words (Read Write Inc). Begin to form letters correctly. Use phonics knowledge to write simple lists, labels and mark make, e.g. 'm' representing mummy.

M: Recognise numerals to 5. Accurate 1:1 counting skills. Subitising (recognition of an amount without having to count them individually). Sequencing events in stories and daily life. Copy and creating simple repeating pattern. Begin to understand more and less.

UW: Talking about their family. Begin to understand that people have different beliefs. Show a positive attitude about the differences. Compare ourselves and our friends. Look at seasonal changes. Drawing maps of our school. Join in with school events and celebrate special times of year.

EAD: Move to and talk about music. Explore instruments and the sounds they make. Develop story lines in their pretend play. Sing familiar songs. Begin to make models and use paint to represent their ideas.

Supporting learning at home:

Practise doing things independently e.g. getting dressed, zipping up or fastening coat, personal hygiene, toileting and eating lunch. Talk about their day and asking simple open questions. Add home learning to Tapestry. Share stories. Instil a love of reading from an early age by talking about books and what they have liked in a text and why. Practise recognising and writing own name. Recognise and talk about numbers in your environment. Play simple number games. Count everything, steps, cars, trees on a walk! Share stories. Talk about authors and illustrators and name them. Look at books by favourite authors. Explore the local area and talk about the changes in the season they observe.

EYFS Yearly Overview and Knowledge Organiser – Spring Term

Prime Areas of learning:

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

Specific Areas of learning:

Literacy, Mathematics, Understanding the World, Expressive Art and Design

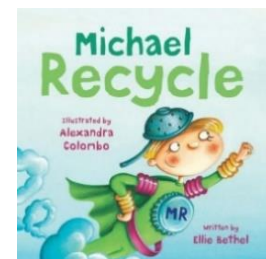
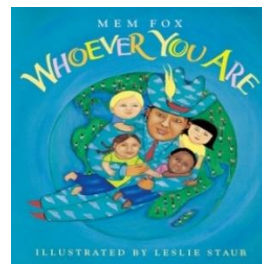
Key Learning Focuses for the Spring Term

C&L: recall information from stories and lessons. Use new vocabulary and add examples. Re-tell and adapt stories. Learn rhymes, poems and songs.

PSED: Managing my own feelings and understanding the feelings of others. Taking turns and sharing with some adult support. Confident to try new activities and begin to show resilience in the face of challenge.

PD: negotiate space with increasing control. Move in a variety of ways. Begin to use a range of small tools and develop accuracy when forming letters.

Anchor Text:



Key Vocabulary:

Similarities, difference, environment, care, world, places, countries, travel, love, negotiate space, balance, coordination, adapt stories, special friends, past and present, recycle

Key Learning Focuses for the Spring Term

L: Secure sound knowledge of Set1 sounds including special friends and blend 4 and 5 sound words for reading (Read Write Inc). Read simple sentences which include non- decodable words (e.g. the, was) Write cvc words and attempt to write captions.

M: Recognise numerals to 10 and begin to count to 15. Understand that numbers are made up of smaller numbers. Make numbers using manipulatives. Recognise 2D and some 3D shapes. Begin to recognise patterns in number.

UW: Talk about the world around us. Notice and discuss similarities and differences between where we live in the world and where others live. Know about past and present events in our own lives

EAD: Adapt narratives. Explore art techniques. Begin to explain how they have made something. Try to move in time to music.

Supporting

learning at home:

Promote independence, create opportunities for your child to do things on their own. Model using new vocabulary and offer explanations when you share new words. Take turns when playing games like snap or board games. Practice forming letters learnt so far. Write in the mud with sticks, in the sand on the beach with a finger. Play running and jumping games. Practise labelling pictures and adding simple captions to art work. Read RWInc blending books and book bag books sent home weekly. Look for number patterns in the environment e.g. numbers increasing by 1 on house door numbers. Dance to music and begin to notice the beat. Clap along to the beat of music. Talk about similarities and differences of family and friends. Find out about places you have visited or places in the world family are from.

EYFS Yearly Overview and Knowledge Organiser – Summer Term

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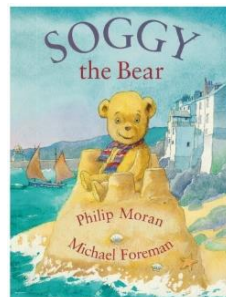
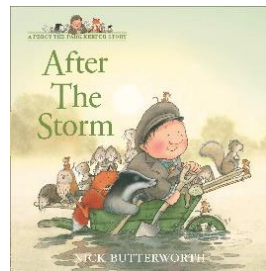
Key Learning Focuses for the Summer Term

C&L: Ask questions to clarify understanding. Hold conversations with friends and adults showing an interest in what they say. Use recently introduced language when talking in groups or whole class. Speak in full sentences using past, present and future tenses.

PSED: Begin to regulate own feelings. Follow instructions involving several steps even when engaged in something else. Show sensitivity and empathy to others.

PD: show coordination and strength when moving. Balance in different ways. Hold a pencil for writing. Show accuracy when drawing.

Anchor Text:



Key Vocabulary:

Growing, planting, seaside, ocean, question, friends, help, kindness, pattern, number, sentences, odd, even, rhyme, song, explain, explore, choices

Key Learning Focuses for the Summer Term

L: Learn letter sounds Set 2. Form letters correctly. Use phonics knowledge to write simple sentences which can be read by themselves and others, include basic grammar e.g. finger spaces, full stops. Read and say 10 digraphs (2 letters which make 1 sound). Read aloud simple sentences. Use and understand new vocabulary. Anticipate key events in stories.

M: have a deeper understanding of the composition of numbers to 10. Count to 20 and beyond. Recognise patterns of the counting system. Explore patterns in number like odd and even, double facts and evening sharing numbers.

UW: Talk about people around them and their roles in society. Understand about past and present events, talk about these through stories and explore similarities and differences. Make observations of the environment around them. Understand importance processes in the natural world around them, like changing states.

EAD: Make use of props and materials when role playing. Talk confidently about creations offering explanations of how they were made. Sing a variety of well-known nursery rhymes and songs. Perform songs and stories. Move in time to music.

Supporting

learning at home:

Talk with your child about events from the past and plans for the future.

Discuss routines and family events introducing new words e.g. huge

instead of big, ecstatic instead of happy. Identify your own emotions and talk about how you know you feel that way,

encourage your child to do the same. Give instructions with multiple parts. Cook together,

weigh out ingredients and look at timings for cooking. Talk about the changes in states when you cook. Look back at photographs and recall events.

Read books daily. Read signs and look at longer texts. Model reading to promote a love of reading at home. Sing songs in the car or when out for a walk. Notice number patterns in the environment, like odd numbers on house on one side of the street.

Encourage imaginative role play at home.