







# STEETON PRIMARY SCHOOL EYFS OVERVIEW



| EYFS   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|--|---|---|---|--|---|---|
| Knowledge and Understanding of the World - Science Focus | Places and the Natural World  | Places and the Natural World  | Animals and Plants  | Animals and Plants   | Humans  | Living things and their habitats  |
| KUW - History and Geography Focus                        | My Home, My Street, My City   | The Good, The Bad and The Ugly  | Our Wonderful World   | Seasons Come and Seasons Go  | Little People Big Dreams  | Awe and Wonder  |
| Expressive Arts and Design                               |  <p>Kandinsky - Circles<br/>Picasso - Portraits</p>  |  <p>Tove Jansson - Past<br/>Bethan Woollvin - Present</p>   |  <p>Yola Kingwatsiak - Inuit Art</p>   |  <p>Vincent Van Gough - Sunflowers</p>  |  <p>Paul Klee<br/>David McKee</p>  |  <p>Henri Matisse<br/>Rosalind Monks</p>   |
| Physical Development                                     | <p>Develop holding a pencil with a tripod grip</p> <p>Draw lines and circles using gross motor movements</p> <p>Finding a space / spatial awareness. Moving safely in a variety of ways</p> | <p>Continue to develop holding a pencil/paint brush with a tripod grip</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities</p> <p>Climbing - outdoor equipment</p>   | <p>To handle scissors, pencil and glue effectively</p> <p>To be able to control a ball in different ways, balance on a variety of equipment and climb.</p> <p>Practise putting on jumpers, boots, scarves, hats and gloves/mittens and also putting on and fastening coats.</p> | <p>Hold pencil effectively with comfortable grip, forms recognisable letters</p> <p>Children to use cutlery appropriately</p> <p>Balance- children moving with confidence</p> <p>Importance of a healthy lifestyle</p> | <p>Hold scissors correctly and cut out small shapes. Use a hole punch to make holes</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p>   | <p>Form letters correctly</p> <p>Copy a square.</p> <p>Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> |
| Personal, Social and Emotional Development               | <p>New Beginnings</p> <p>See themselves as a valuable individual. What is special about me?</p>   | <p>To learn how to build constructive and respectful relationships. Begin to develop friendships</p> <p>To understand the need to have rules</p> <p>To talk about how they are feeling and to consider others feelings.</p> | <p>Addressing social issues as soon as they appear</p> <p>Discuss emotions - anxious/worried, calm/peaceful.</p> <p>Gaining independence<br/>Being healthy- eating a range of foods.</p>  | <p>Relationships</p> <p>What makes a good friend?</p> <p>Random acts of Kindness</p> <p>Looking after and caring for our planet</p>  | <p>To be able to control their emotions using a range of techniques.</p> <p>To manage own basic needs independently</p> <p>To dress independently</p> <p>Self- motivated to learn</p> | <p>Changing me, look how far I've come!</p> <p>Discuss making the right decisions. Young citizens - Difficult decisions</p> <p>Discuss the importance of being healthy by exercising. Transition visits to new classes.</p>               |

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| Knowledge and Understanding of the World - R.E | Celebrating Festivals - Diwali                          | Celebrations - Christmas story<br><br>Celebrating Festivals - Hanukah   | Celebrations - Chinese New Year  | Celebrations - Easter   | Celebrations - Eid   | Father's Day   |
| Expressive Arts and Design - Music Focus       | Mel - explore: growing, homes, colour, toys, how I look | My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Superheroes, Let's pretend, Once upon a time | Everyone! - explore: Family, Friends, people and music from around the world | Our World - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space | Big Bear Funk - Transition Unit: Listen and Appraise, Musical Activities - learn about the interrelated dimensions of music through playing classroom instruments, Perform and Share | Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music |