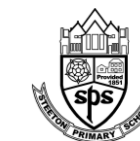








# STEETON PRIMARY SCHOOL EYFS OVERVIEW



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 Picasso - Portraits</p>	 <p>Tove Jansson - Past Bethan Woollvin - Present</p>	 <p>Yola Kingwatsiak - Inuit Art</p>	 <p>Vincent Van Gough - Sunflowers</p>	 <p>Paul Klee David McKee</p>	 <p>Henri Matisse 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 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>

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