

# FS1 YEARLY OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursey Rhymes	Toys and Christmas	Bear, Bears	Minibeasts and growing	Traditional Tales	Animals and pets
Visits and visitors	Library Visitor to read a story/nursery rhymes Sound walk	Toys at Weston Park Museum <a href="https://www.museum-sheffield.org.uk/learning/schools-and-colleges/workshops/toys-2012">https://www.museum-sheffield.org.uk/learning/schools-and-colleges/workshops/toys-2012</a>	Introduce home bears?	Real life caterpillars Eggs and chicks	Library Visitor to read a traditional tale/Visit the library.	Visit to the farm/Yorkshire wildlife park
Literacy Texts	Baa Baa Black Sheep Twinkle Twinkle Little Star Incy Wincy Spider Humpty Dumpty Hickory Dickory The Wheels on the Bus 5 Currant Buns Hey Diddle Diddle Down in the Jungle	Dogger-Shirley Hughes  Kipper's Toy Box  Bagpuss (toy/video)  The Story of Rama and Sita  Christmas story	We're going on a Bear Hunt Teddy bears picnic Peace at last Where's my Teddy? Paddington Brown Bear, Brown Bear Whatever Next?  Non-fiction bear books	The very hungry caterpillar The crunching munching caterpillar The bad tempered ladybird. Superworm Aaarggghh! Spider! Non-fiction books – caterpillar life cycle. Non Fiction Book – Chicken life cycle Jaspers Beanstalk	The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk The Gingerbread Man The Three Billy Goats Gruff The Little Red Hen	The snail and the Whale Rainbow Fish Tiddler Commotion in the ocean Dear Zoo The great pet sale Rumble in the jungle Walking through the jungle Say hello to the jungle animals Farmer Duck The Pig in the Pond
Literacy	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins	To begin to take turns in conversation. Sorting and talking about different toys. Describing what your senses tell you about your	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing	Beginning to understand 'why' and 'how' questions. Describes main story settings, events and principal characters. Uses talk to connect ideas, explains what	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing

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	<p>in with stories and poems, one-to-one and also in small groups. Children choose and perform favourite rhymes. Make a get well card for Humpty Dumpty. Learning the rainbow song, finding things around the classroom that are the colours of the rainbow – collect objects in grouping by colours.</p>	<p>environment. Discussing familiar places. Show and tell – our special toys Talking about our favourite toys Writing labels for our favourite toys  Reading signs &amp; labels/making their own.</p>	<p>attention and recall. Describes main story settings, events and principal characters.</p>	<p>is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>attention and recall. Describes main story settings, events and principal characters.</p>	<p>attention and recall. Describes main story settings, events and principal characters.</p>
Number	<p>Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures Number formation (1,2,3,4,5, Once I caught a fish alive....</p>	<p>Beginning to represent numbers. Sometimes matches numeral to quantity. Compares two groups of objects saying when they have the same.</p>	<p>Separates a group of objects realising the number is the same. Realises that anything can be counted. Counting objects; bears Use bears of different sizes and order them. Compare, use descriptive words/language.  Describe where Mr Bear went first, second, third....</p>	<p>Shows and interest in representing numbers. Count 3 or 4 objects saying one number name per object.</p>	<p>Recognising numerals 1-5 and numerals of personal significance. Counts objects to 10 and beyond 10.</p>	<p>Recognising numerals 1-10 Counts out 6 from a larger group. Find the total of two groups by combining them and counting them all.</p>

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	1,2 Buckle my shoe...) Number 2 formation (2 little Dickie Birds) Number 3 formation (3 blind Mice) Number 5 formation (5 little ducks)					
Shape, Space and Measure Concepts	Shows an interest in shape by playing with and making arrangements. Shows an awareness of shapes in the environment. Recognising and sorting objects by size, colour and shape (eg buildings, windows, vehicles)	Show an awareness of similarity of shapes. Uses shapes appropriately for tasks.	Uses positional language. Begins to use everyday language to describe shapes.	Selects a particular named shape. Beginning to use mathematical language for 2D shapes.	Beginning to use mathematical language for 3D shapes. Orders two or three items by height or length.	Orders two items by weight or capacity. Uses familiar objects to create and recreate patterns.
PSHE (Jigsaw)	Lola the listening tiger.	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art and DT	Paint routine Making spiders. Making sheep Can we make a wall to hold an egg? Baking - weekly	Paint routine Making Diwali Lamps Firework pictures Toy paintings Toy box modelling Observational drawings of old toys  Rangoli patterns using chalks Baking – weekly Poppy crafts	Chalk winter pictures. Bear paper plate faces. Baking – weekly Design duvets/patterned bed covers for the bears' beds	Observational pictures of minibeasts and flowers. Clay spiders/bugs Baking - weekly	Painting characters' from the stories. Making houses using box modelling. Brick prints using different objects eg sponge, blocks etc. Baking - weekly	Making rainbow fish using different media eg chalk, collage, paint. Drawing animals using different media. Baking - weekly

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		Pine cone Christmas Trees				
Geography	What can you see from your bedroom window? What do you see on your way to school?	What are toys like in different countries?	Difference between the polar regions and us.	Where do bugs live?	Map making.	Where do animals live? What is a jungle? Where is the sea on a map?
History	History of nursery rhymes. Old words in rhymes; meanings	History of the Christmas story. How have toys changed? Discuss toys we played with as a baby and toys children play with now. How are they different /similar?	Who was the first person to travel to the polar regions?	What can I do now I am 3/4? (then and now)	Look at the clothes which fairy characters wear. How are they different from clothes we wear every day?	
Science	Which umbrella will keep Incy lwnky Spider dry? (pipe cleaners and different materials)	How do different toys work?  Experiment with cars on ramps and different surfaces	What are the differences between day and night? (animals, sounds, light/dark).	How do caterpillars turn into butterflies? Animal habitats.	Which materials make the best houses?	Where do all the different animals live?
Festivals/ Celebrations	Harvest Festival	Diwali Bonfire Night Christmas Remembrance Day	Chinese New Year	Lent/ Easter		Sports Day

## FS2 YEARLY OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	People who help	Antarctic and Arctic	Minibeast and growing	Space	Julia Donaldson
Visits and visitors		Firefighters		Caterpillars /local allotment		Farm/Sundown
Literacy Texts	What I Like About Me Marvellous Me Beautiful Hands The Skin we Live in All About Faces Only One You	The Magic Moment Busy Fire Station Peppa Loves Doctors and Nurses	Lost and Found How do Penguins Play Pink! Big Bear Little Bear The Last Polar Bear Non fiction books	Superworm Supertato Supertato and the Veggies of Doom The Enormous Turnip Oliver's Vegetables The Very Hungry Caterpillar Non fiction books	Aliens Love Underpants Wanda's Space Party The Dinosaur that Pooped A Planet A Journey Through Space Non fiction books	The Gruffalo A squash and a squeeze The highway rat Monkey Puzzle Room on the broom Jack and the Flum Flum Tree
Literacy	I enjoys a range of books. I can hear the initial sounds in words. I can give meaning to marks I make. I can write my own name.	I can segment the sound in simple words and blend them. I can link sounds to letters, naming and sounding the letters of the alphabet. I can continue a rhyming string.	I know information can be retrieved from books and computers. I know which letter represents a sound. I can break the flow of speech into words. I can link sounds to letters. I can write labels and captions.	I can decode some irregular words. I can write short sentences in meaningful contexts.	I can read words and simple sentences. I can write words in ways that match my spoken sounds. I can write sentences that can be read by myself and others.	I can read and understand simple sentences. I can decode regular words and common irregular words. I understand what I have read. I can write some irregular common words. I can write some words correctly and others that are phonetically plausible.
Number	I can count objects to 10 and select the correct numeral to represent the objects. I can say which group has the most/least - numbers to 10. I can count actions and objects which cannot be moved to 10. I can order numbers to 10 -	I can recognise and order numbers to 20 I can say which group has the most/least and explain why - numbers to 20. I can find the number that is one more/less than a given number to 20 using practical equipment. Addition - I can find the total number of	I can begin recognise numerals to 50. I can say the number that is one more/less than a given number to 20 by counting on/counting back. I can estimate how many objects they can see and check by counting them all (up to 10) Using practical	Doubling - I know what doubling is. I can recall double facts to 10. I can solve problems related to doubling. I can begin to halve numbers. Sharing - I know what halving is. I can share a number of objects in different	I can estimate how many objects I can see and check the answer by counting all of them (up to 20). I can recall number bonds to 10 - using a 10 frame. I can add two numbers together using a number line. I can write a number sentence.	I can begin to recall number bonds 20. I can begin to solve word problems relating to addition and subtraction.

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	random numbers eg 1, 5, and 6 I can say the number that is one more/ less than a given number to 10 - using practical equipment.	items in 2 groups by counting them all using practical equipment. Subtraction - I can use practical equipment when subtracting two single digit numbers to find the answer.	equipment I can add and subtract two single digit numbers. I can write a number sentence. I know what a tally chart is. I can interpret the data on a tally chart.	ways using practical equipment	I can subtract one number from another using a number line. I can say which number is one more/less than a given number. I can use non-standard units to measure objects.	
Shape Space and Measure	I can name 2d shapes - triangle, circle, square, rectangle, pentagon and hexagon. I can talk about different patterns. I can create patterns with shapes - AB patterns Weight - I can use the language heavy/ heavier and light/ lightest to compare 2 items. Capacity - I can use the language full and empty to compare 2 items. Length - I can use the language shortest and longest to compare 2 items. Height - I can use the language tallest and shortest to compare 2 items.	I can name all 2d shapes and describe their properties. I can create a repeating pattern - ABC patterns / AAB patterns. I can name common 3d shapes - cube, sphere, cuboid, cone and pyramid. I can name and identify common British coins/notes. I can order and sequence familiar events. I can use the language - behind, under, next to, at the side of... to describe the position of objects.	I can name all 3d shapes and describe their properties. Capacity - I can use the language full, empty, half full, half empty. Weight - I can make the scales balance.	Capacity - I can say which container holds the most? least? (problem solving) I can use a timer/ stop clock/ counting to measure short periods of time. Length - I can order 3 or more items by length. Height - I can order 3 or more items by height.	I can begin to tell the time on an analogue clock - o'clock, half past,	I can use the words - north, south, east and west to describe direction Capacity - I can say which container holds the most? Least? (problem solving)
PSHE (Jigsaw)	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art/DT	Paint routine Self portraits Family pictures Baking weekly	Making Diwali Lamps Rangoli patterns using chalks Christmas cards and decorations	White chalk pictures, snowy scenes. Paper plate bears Penguin kitchen rolls	Observational pictures e.g. flowers Symmetrical pictures of butterflies Baking weekly	Printmaking patterns different planets Creating our solar system Baking weekly	Clay models - gruffalo Make a boat to get to the Isle of Blowyanose Baking weekly

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		Baking Weekly	Baking weekly			
Geography	Local environment, our street, community	Who helps us in our own community?	Difference between polar regions and us. Where do polar bears live ect	Compare environments for growing	Different planets in solar system Weather in different countries/planets	
History	Personal history- look at baby photos	Find out about how we celebrate Christmas and other traditions	Who travelled to the polar regions?	Make observations of changes over time when growing own plants	How has our planet changed over time?	
Science		Physical Processes - Forces	How does ice melt?	Life processes and Living Things -Growing Life-cycles Life processes and Living things -Animals and their Babies	Rocket building- astronauts, gravity	Materials - floating and sinking
Festivals/ Celebrations	Harvest Festival	Diwali Bonfire Night Christmas Remembrance Day	Chinese New Year	Lent/ Easter	Eid	Sports Day