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| **TERMLY OVERVIEW** 2021-2022 EYFS | | | | |
|  | **Understanding the World** | **Expressive Arts and Design** | **Personal, Social and Emotional Development** | **Physical Development**   * **P.E.** |
| **Autumn Term**  **Around the World**  **And**  **People that Help** | **Past and Present; People, Culture and Communities**  Our **family;** life in this country and life in other countries **around the world;** **roles of people** in our society – police, nurses and doctors, vets, fire-fighters  **RE:**  **Why do we have assemblies?**  **Celebrations**: Sukkot, Diwali, Harvest Festival, Pause Day – Hannukah, Christmas  **Stand Up, Stand Out:** Florence Nightingale, Malala Yousafzai | **Creating with Materials**  Building vehicles,  Using different media and techniques to mark make,  Clay diva lights and making own candle,  **Being Imaginative and Expressive**  Manipulating clay to make decorations  Hindi dancing  Performing the Hindu story of Diwali  Christmas Nativity dance  Retelling the story of Goldilocks, and The Nativity  Musical activities that embed pulse, rhythm and pitch, voices and instruments.  Action songs, Number songs, nursery rhymes. Learning and performing Harvest songs, Christmas songs. | School Bee Rules  Anti-bullying week (November)  Pantosuarus – the Pants rule  Recognising and naming emotions  Making emergency calls  Keeping myself safe and healthy  Books: Luna Loves Library Day, Oliver’s Vegetables  **VALUES:** LOVE and PEACE | Agility and co-ordination: running  Balance and Dance |
| **Spring Term**  **Turrets and Tiaras** | **Past and Present**  Similarities and differences between things in the **past** and **now**  Comparing life in a **castle** and life now.  **RE:**  Who was a **friend of God?**  This is the **world that God made.**  **Celebrations**: Chinese New Year, Holi, Easter  **Stand Up, Stand Out:** Rev Noelle Coe | **Creating with Materials**  Working collaboratively to build a castle with moving parts  Using marbling ink to make dragon eggs and book marks  Colour mixing  **Being Imaginative and Expressive**  Performing the story of Holi  Retelling the story of The Princess and the Pea  Musical activities that embed pulse, rhythm and pitch, voices and instruments.  Action songs, number songs and nursery rhymes. Learning and performing Easter songs/prayers. | On-line Safety Week (February)  Young Carer Awareness (March)  Recognising and naming emotions  Books: Thankful, Here We Are  **VALUES:** TRUST and GIVE THANKS | Gymnastics |
| **Summer Term**  **Rainforests** | **People, Culture and Communities; The Natural World**  Comparing life here and in the **Amazon**, animals from the rainforest, weather, deforestation  **RE:**  Who did **Jesus** spend time with?  Why do we visit the **church?**  **Celebrations:** Eid  **Stand Up, Stand Out:** Emmeline Pankhurst, Kathrine Switzer | **Creating with Materials**  Looking at art e.g. tiger in a tropical storm by Henri Rousseau  Mixing media to make own rainforest pictures  Paper mache  **Being Imaginative and Expressive**  Maypole dancing  Musical activities that embed pulse, rhythm and pitch, voices and instruments.  Action songs, number songs and nursery rhymes. | Feeling Good week  Recognising and naming emotions  Books: Happy Pig Day  Angry Angus  The Small Person  **VALUES:** FORGIVE and HOPE | Athletics throwing and catching  Invasion and Team games |
| **Throughout the year** | **Natural World:**  Observing the effects of the changing **seasons**  **MOLES** (forest school type activities) – exploring our outside, making observations and drawings; using tools to mark make, saw and join; building camps; making fires; creating art from nature  **Cooking** | **Drama and Dance**  **Singing**  **Painting and drawing** |  | Yoga |