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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.**
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| **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 decorationsHindi dancingPerforming the Hindu story of DiwaliChristmas Nativity danceRetelling the story of Goldilocks, and The NativityMusical 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 RulesAnti-bullying week (November)Pantosuarus – the Pants ruleRecognising and naming emotionsMaking emergency callsKeeping myself safe and healthyBooks: Luna Loves Library Day, Oliver’s Vegetables**VALUES:** LOVE and PEACE | Agility and co-ordination: runningBalance 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 partsUsing marbling ink to make dragon eggs and book marksColour mixing**Being Imaginative and Expressive**Performing the story of HoliRetelling the story of The Princess and the PeaMusical 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 RousseauMixing media to make own rainforest picturesPaper mache **Being Imaginative and Expressive**Maypole dancingMusical activities that embed pulse, rhythm and pitch, voices and instruments.Action songs, number songs and nursery rhymes.  | Feeling Good weekRecognising and naming emotions Books: Happy Pig DayAngry AngusThe Small Person**VALUES:** FORGIVE and HOPE | Athletics throwing and catchingInvasion 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 |