



# EYFS Yearly Overview

Three characteristics of effective teaching and learning are embedded into the school day.

>Playing and exploring – children investigate and experience things, and ‘have a go’

>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	MARVELLOUS ME	LET’S CELEBRATE	AMAZING ANIMALS	ALL ABOARD	TRADITIONAL TALES	NEW HORIZONS
Communication and Language	<p>F1 – N Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand ‘why’ questions. Sing a large repertoire of songs. Know many rhymes.</p> <p>F2 – R Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day.</p>	<p>F1 – N Be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words.</p>	<p>F1 -N Be able to express a point of view and to debate when they disagree with an adult or a friend. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>F2 – R (Secure understanding) Understand how to listen carefully and</p>	<p>F1 – N (Secure understanding) Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand</p>	<p>F1 – N (Secure understanding) Be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’,</p>	<p>F1 – N (Secure understanding) Be able to express a point of view and to debate when they disagree with an adult or a friend. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>F2 – ELG (Secure</p>

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	<p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>F2 – R Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>‘why’ questions. Sing a large repertoire of songs. Know many rhymes. F2 – R (Secure understanding) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and</p>	<p>‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words.  F2 – ELG <b>Listening attention and understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Speaking</b> Participate in small</p>	<p>understanding) <b>Listening attention and understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Speaking</b> Participate in small group, class and one-</p>
--	--	--	--	---	---	--

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

				<p>understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	<p>group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
--	--	--	--	---	--	--

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

				new knowledge and vocabulary		
<b>Personal Social and Emotional Development</b>	<p>F1- N Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>F2 – R See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of</p>	<p>F1 – N Start eating independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas. Talk with others to solve conflicts.</p> <p>Remember rules without needing an adult to remind them.</p> <p>F1 – Nursery 3-4 Start eating independently and learning how to use a</p>	<p>F1 – N (secure understanding) Make healthy choices about food, drink, activity and tooth brushing. Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. Understand gradually how others might be feeling.</p>	<p>F1 – N (secure understanding)~ Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p>	<p>F1 – N (secure understanding) Start eating independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive.</p>	<p>F1 – N (secure understanding) Make healthy choices about food, drink, activity and tooth brushing. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting</p>

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	<p>challenge. Manage their own needs.</p>	<p>knife and fork. Be increasingly independent in meeting their own care needs. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas. Talk with others to solve conflicts. Remember rules without needing an adult to remind them.</p> <p>F2 – Reception EYFS Further develop the skills they need to manage the school day successfully. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Express their</p>	<p>F2 – Reception EYFS (secure understanding) Further develop the skills they need to manage the school day successfully. See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Manage their own needs.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>F2 – Reception EYFS (secure understanding) Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others.</p>	<p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>F2 – ELG <b>Self-regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; <b>Managing self</b> Be confident to try new activities and show independence, resilience and</p>	<p>other ideas. Talk with others to solve conflicts. Remember rules without needing an adult to remind them.</p> <p>F2 – ELG <b>Self-regulation</b> Give focused attention to what the teacher says, responding appropriately even when engaged in activity Show an ability to follow instructions involving several ideas or actions. <b>Managing self</b> Manage their own basic hygiene and personal needs, including dressing, going to</p>
--	---	--	--	---	--	---

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

		feelings and consider the feelings of others.			perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; <b>Building relationships</b> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;	the toilet and understanding the importance of healthy food choices. <b>Building relationships</b> Show sensitivity to their own and to others' needs.
<b>Physical Development</b>	F1 – N Continue to develop their movement, balancing, riding bikes and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.  F2 – Reception EYFS Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running -	F1 – N Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.  F2 – Reception EYFS (secure understanding) Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	F1 – N Be increasingly independent as they get dressed and undressed. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  F2 – Reception EYFS~ Know and	F1 – N (secure understanding) Be increasingly independent as they get dressed and undressed. Continue to develop their movement, balancing, riding bikes and ball skills. Go up steps and stairs, or climb up apparatus, using alternate	F1 – N (secure understanding) Be increasingly independent as they get dressed and undressed. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.	F1 -N (secure understanding )~ Be increasingly independent as they get dressed and undressed. Increasingly be able to use and remember sequences and patterns of movements which are related to music and

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER







# EYFS Yearly Overview

	hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace	Progress towards a more fluent style of moving, with developing control and grace	talk about the different factors that support their overall health and wellbeing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.  F2 – Reception EYFS (secure understanding) Know and talk about the different factors that support their overall health and wellbeing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,	F2 – ELG Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	rhythm.  F2 – ELG Gross motor skills (secure understanding) Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
--	--	---	--	--	--	--

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

				gymnastics, sport and swimming		
<b>Literacy</b>	<p>F1 – N</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.</p> <p>F2 – Reception EYFS</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short</p>	<p>F1 – N</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>F2 - Reception EYFS</p> <p>Use their core muscle strength to achieve a good</p>	<p>F1 – N</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand.</p> <p>Write some letters accurately</p> <p>F2 – Reception EYFS (secure understanding)</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop their small motor skills so that they can use a</p>	<p>F1 -N (secure understanding)</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.</p>	<p>F1 – N (secure understanding)</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Use some of their print and letter knowledge in their</p>	<p>F1 – N (secure understanding )</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand.</p> <p>Write some letters accurately</p> <p>F2 – ELG</p> <p><b>Fine motor skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod</p>

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER







# EYFS Yearly Overview

	<p>words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>posture when sitting at a table or sitting on the floor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p>	<p>range of tools competently, safely and confidently</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>F2 - Reception EYFS (secure understanding)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound</p>	<p>early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>F2 – ELG~</p> <p><b>Fine motor skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling</p>	<p>grip in almost all cases;</p>
--	---	---	---	---	--	----------------------------------

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

				<p>correspondence s and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondence s using a capital letter and full stop. Re-read what they have written to check that it makes sense</p>	<p>stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; - <b>Word reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; exception words. <b>Writing</b> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	
Mathematics	F1 – N (numbers to 5)	F1 – N (Mark making and vocabulary)	F1 – N	F1- N (Patterns)	F1 – N	F1 – N (refresh, secure)

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>F2 – Reception EYFS <b>(numbers to 10)</b></p> <p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare</p>	<p>– <b>nursery rhymes to 5)</b></p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>F2 – Reception EYFS (Secure understanding) <b>(Numbers to 10)</b></p> <p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare number s.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p>	<p><b>(Shape and direction)</b></p> <p>Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch,</p>	<p>Talk about and identify the patterns around them.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>F2 – ELG <b>(Number)</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p>	<p><b>(Shape, space, measure)</b></p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>F2 – ELG</p> <p><b>(Numerical patterns)</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities</p>	<p><b>(Numbers to 5)</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>F2 – Gaps / consolidation /</p>
--	---	--	--	--	--	---

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	number s. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	Automatically recall number bonds for numbers 0–10.	a bigger triangle etc.  F2 – Reception EYFS (Shape, space, measure) Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity	Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	can be distributed equally	stretch and challenge
Understanding the World	F1 – N Begin to make sense of their own life-story and family's history. Show interest in different occupations Continue developing positive attitudes about the	F1 – N (secure understanding) Begin to make sense of their own life-story and family's history. Show interest in different occupations Continue developing positive attitudes about the	F1 – N Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials.	F1 – N (secure understanding) Talk about what they see, using a wide vocabulary. Use all their senses in hands-	F1 – N Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	F1 – N (secure understanding) Plant seeds and care for growing plants. Understand the key features of

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	<p>differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>F2 – R Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>F2 – R (secure understanding) Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore how things work</p> <p>F2 – R EYFS Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the</p>	<p>on exploration of natural materials. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore how things work</p> <p>F2 – R (secure understanding) Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>F2 – ELG <b>Past and present</b> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling <b>People, culture and communities</b> Describe their immediate</p>	<p>the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>F2 – ELG <b>People, Culture and Communities</b> Explain some similarities and differences between life in this country and life in other</p>
--	---	--	--	--	--	---

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

			one in which they live. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map	environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	
<b>Expressive Arts and Design</b>	F1 – N Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop	F1 – N 3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different	F1 – N (Secure understanding) Make imaginative and complex 'small worlds' with blocks and	F1 – N (Secure understanding) Take part in simple pretend play, using an object to represent something else even though they	F1 – N (Secure understanding) Make imaginative and complex 'small worlds' with blocks and construction

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER







# EYFS Yearly Overview

	<p>develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such</p>	<p>complex stories using small world equipment like animal sets, dolls and dolls houses etc. F1 – Nursery 3-4</p> <p>Music</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of</p>	<p>buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and</p>	<p>construction kits, such as a city with different buildings and a park.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of</p>	<p>are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; F1- N</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings –</p>	<p>kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Music</p> <p>Listen with increased attention to sounds.</p> <p>Respond to</p>
--	---	--	--	---	---	--

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	<p>as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>F2 – R EYFS</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>F2 – R</p>	<p>familiar songs.</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>F2 – R EYFS</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>F2 – R</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their</p>	<p>familiar songs.</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and</p>	<p>happiness, sadness, fear etc.</p> <p>Music</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>F2 – ELG</p> <p>Crafts</p> <p><b>Creating with materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives</p>	<p>what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>F2 – ELG (Secure understanding)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p>
--	---	---	---	---	--	--

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

	Develop storylines in their pretend play.		ability to represent them. Create collaboratively, sharing ideas, resources and skills  F2 – R (Secure understanding) Develop storylines in their pretend play.	following the melody Explore and engage in music making and dance, performing solo or in groups.  F2 – Reception EYFS (Secure understanding) Develop storylines in their pretend play.	and stories. <b>Being imaginative and expressive</b> Music Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	
BOOKS	Monkey Puzzle/ Owl Babies/ Avocado Baby/ Bear Hunt / Peepo					
Rhymes and Songs	One finger turn/ Fish alive Move, Move Head, shoulders					
SPECIAL EVENTS and TRIPS	Day of Knowledge World Mental Health Day Mesherskiy Les - trip	Harvest? Halloween Children in need (pyjamas)	International Day Science Day Valentine's Day Maslenitsa	International day Womens day Maths day	World book day	Summer concert Summer bazaar EYFS ASSEMBLY

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

MAGISTER





# EYFS Yearly Overview

		Anti-bullying week Odd socks day International mens day Pink shirt day Winter bazaar Christmas Concert Yolka trip		April fools day		Sports Day
--	--	---	--	-----------------	--	------------

