

# Ruby Class Overview (EYFS / Year 1)

## 2021-2022

Year group: EYFS / Year 1		Academic Year 2021-2022	
Term / Theme	Autumn: Enchanted Wood	Spring: The Human Body	Summer: Holes in the Road
Overview of topic	A deep dive into fairy tales, starting with the Gruffalo.	Looking at become experts on the human body to work in a hospital.	There is a huge hole in the road! Where did it come from? How did it get there? A look into 'people that help us'. As we decide to investigate the hole, there is a box, with a dinosaur bone inside!
English	Listening to different sounds Learning the alphabet Name writing Mark making for a reason Labels, lists and captions Story maps	Non-fiction Letters Diary entry Poetry-using the senses, pattern and rhyme Character profile Instructions Opportunities for personal recount.	Explanation Non-chronological report Formal letter / Poster Narratives-Story writing *Opportunities for personal recount Poetry-read, write perform
Phonics	Phase 1 – listening to different sounds Phase 2	Phase 3 Letter names Phase 4	Phase 3 /4 recap Phase 5 (if child ready)
Maths	Place Value-Numbers to 5 Place Value- comparing groups Addition & Subtraction –within 5 Shape names Positional language Measurement-time	Place Value-Numbers to 10 Addition & Subtraction-Numbers to 5 Addition & Subtraction-Addition to 10 Money, Measurement - Lengths and height Geometry-Shape & Space	Geometry-Exploring patterns Addition and subtraction-Counting on & back Place Value-Numbers to 20 Multiplication and Division- Numerical patterns Measurement-Measure
Science	Animals, including humans Seasonal changes The Human Body 5 Senses	Looking at naming and describing different parts of the human body.	Everyday Materials
Humanities	Looking at different woods in England. Living things – trees.	Comparing medicines from past and present.	Dinosaurs
DT and Art	Painting -Self-portraits -colour mixing Modelling opportunities- trees	Landscapes/ experimenting with different paints and techniques (water colours/ marble paints). Sculpting -texture and form Model	Learn about artists-make links to their own work. Planning and making own dinosaurs
P.E. (Support by Saints coaching)	Outdoor – Throwing, catching and striking games Indoor - Dance	Outdoor – space, scoring games Indoor – Gymnastics	Outdoor- Short tennis Athletics
R.E.	Being Special: where do we belong?	What times/stories are special and why?	Why is the word 'God' so important to Christians? What places are special and why?

	<p>Why do Christians perform Nativity plays at Christmas?          Finding out about Christianity, Hinduism and Islam; rules and boundaries in everyday life and religions; Explore Festivals – Diwali, Hanukkah, Christmas</p>	<p>Why do Christians put a cross in an Easter garden?          Why are some stories special?          Studying stories and morals in Christianity and Hinduism.          Easter story and Christian celebration.</p>	<p>Studying Christianity &amp; Islam</p>
PSHE	<p>Initiates conversations, attends to and takes account of what others say.          Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>Takes steps to resolve conflicts with others e.g. finding a compromise.          Beginning to be able to negotiate and solve problems without aggression.</p>	<p>Children play co-operatively, taking turns with each other. They consider each others ideas and can organise an activity. They show sensitive to others' needs and feelings and form positive relationships with adults and children.          Children are confident to try new activities and say why they like activities. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do and do not need help. Children talk about how they and others show feelings, talking about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as a part of a group or class. They adjust their behaviour to different situations and take chances of their routine in their stride.</p>
Music	<p>1. Learning a wide range of songs of different genres 2. Listen to/ recognise important sounds from the world (police/ ambulance/ fire sirens/). 3. Explore, create and combine sounds on percussion instruments for whole class stories, nursery rhymes and poems. 4. Introduction to musical instruments and their sounds.</p>	<p>Learning a wide range of songs of different genres 2. Use their voices expressively and creatively by singing songs and speaking in chants and rhymes. 3. Continue to explore musical instruments and their sounds</p>	<p>1. Learning a wide range of songs of different genres 2. Play tuned and detuned instruments musically.</p>
ICT	<p>To use technology and the internet safely and responsibly          To understand and create simple programs</p>	<p>To recognise common uses of IT beyond the school setting</p>	<p>To use technology to create, organise, store, manipulate and retrieve digital content</p>