

Howard Community Academy

EYFS Topic Overview

The Three Little Pigs - Autumn 1

Core texts:	Learning focus tasks:	Key vocabulary:
Fiction – The Three Little Pigs (various versions) Non-fiction – Books about homes and construction	Children will be learning about a traditional story; they will learn about materials and their properties, and make model houses out of found materials.	House, home, building, material, strong, flexible, waterproof, tools.
By the end of this unit the children will know: - Many traditional stories have repeating phrases, such as “I’ll huff and I’ll puff...” - Houses are made out of different materials, including wood, metal and glass. - Materials have different properties, such as being strong, flexible, waterproof and transparent (see-through). - That houses come in many different shapes and sizes, and not all houses look the same, but many of the same rooms (kitchen, bathroom, etc.) - How to retell a traditional story, using props.		
Communication and Language goals	Opportunities	
Listening, Attention and Understanding ELG 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	When listening to and discussing a traditional tale, children make comments about what the characters (pigs and wolf) are doing at different stages in the story.	
Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	When talking to others in a small group, children use some of the recently introduced vocabulary to describe objects (materials or their properties)	
Personal, Social and Emotional Development goals	Opportunities	
Self-regulation ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	When talking about the story, children may show an understanding of how the characters were feeling.	
Understanding the World goals	Opportunities	
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	On a local area walk, children talk about the buildings they can see and may name some of the features or materials.	
Expressive Arts and Design goals	Opportunities	
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	When children make their own model houses, they explore using a variety of materials.	
Being Imaginative and Expressive ELG Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Children join in to perform a familiar song, with others.	
Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher;	When children are familiar with the story, they begin to retell it or adapt it with ideas of their own.	

Me and My Community - Autumn 2

Core texts:	Learning focus tasks:	Key vocabulary:
Non-fiction texts about the UK and our local area. Fiction – Rosie’s Walk Fiction - <i>Mabel and Me: Best of Friends</i> - Mark Sperring and Sarah Warburton Fiction - <i>Lost and Found</i> by Oliver Jeffers	Children will learn more about people in the community and what makes us similar and different. This will include learning about how we can help others and how others help us. Children also learn about celebrations.	people, community, group, friendship, similar and different, celebration, festival, police officer, local area, environment, help.
By the end of this unit the children will know: • More about the parts of the body and how to stay clean, including cleaning teeth. • The name of some important places in the school and local area. • How different people in the community help us, such as police officers. • That ‘community’ can mean people who live in the same area or place, or a group of people who are interested in the same thing. • That communities come together for shared celebrations, events and festivals, such as Bonfire Night and Christmas.		
Goals	Opportunities	
Communication and Language		
Listening, Attention and Understanding ELG • Make comments about what they have heard and ask questions to clarify their understanding;	When listening to a visitor, children make comments or ask questions in response to what has been said.	
Speaking ELG • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	When talking about celebrations, children use key words to give explanations or reasons for what might happen or what has happened. For example, children might give reasons for why people dress in warm clothes at a Bonfire Night celebration.	
Personal, Social and Emotional Development		
Managing Self ELF • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	When learning about how to keep our bodies clean and healthy, children show that they can make healthy choices by washing their hands or brushing their teeth carefully.	
Understanding the World		
People Culture and Communities ELG • 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;	When talking about communities in our local area, or comparing them to other countries, children may say or describe some things that are similar or different.	
People Culture and Communities ELG • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	When going on a learning walk in the local community, children make observations about important places and buildings near our school. For example, why people might go to the post office.	
Expressive Arts and Design		
Creating with materials ELG • Share their creations, explaining the process they have used;	When making pictures or cards related to celebrations and festivals, children talk about how they made their creation using words to show a sequence of actions.	

Dinosaurs Spring 1

Core texts:	Learning focus tasks:	Key vocabulary:
Fiction: <i>Harry and the Bucketful of Dinosaurs</i> by Ian Whybrow Non-fiction: Usbourne Beginners - <i>Dinosaurs</i>	learning about animal habitats and diets, comparing past and present, making model environments and dinosaurs, collaborative creating ‘Boxasaurus’	dinosaurs, triceratops, stegosaurus, diplodocus, velociraptor, tyrannosaurus rex, spinosaurus, brontosaurus, prehistoric, diet, swamp, egg, extinct, bones, herbivore, carnivore, ancient, habitat
By the end of this unit the children will know: • Dinosaurs were animals that lived long before humans, in prehistoric times. • There were many different species of dinosaurs, that lived in different environments. • Some dinosaurs hunted others, such as velociraptor, tyrannosaurus rex and spinosaurus. They were meat-eaters and had sharp teeth. • Other dinosaurs ate plants, such as triceratops, stegosaurus, diplodocus, and brontosaurus. These were large, slow-moving animals. • Dinosaur bones became fossils and these have been found and helped scientists to learn about the past.		
Goals	Assessment Opportunities	
Communication and Language		
Listening, Attention and Understanding ELG 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	When listening to and discussing a specific text or video about dinosaurs and their habitats, children respond to questions or ask their own.	
Speaking ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	When responding to a dinosaur text, children may give verbal explanations about why dinosaurs might have lived in different habitats or laid their eggs in a specific place.	
Physical Development		
Fine Motor Skills ELG Use a range of small tools, including scissors, paint brushes and cutlery;	When making, joining and painting boxasaurus models, children will use a range of tools and equipment, including playdoh or clay.	
Understanding the World		
Past and Present ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	When looking at non-fiction books, children talk about how the present day and the past are similar and/or different	
Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.	Children talk about significant events that they have encountered in books, such as the discovery of fossils.	
The Natural World ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	When they make their dinosaur islands, children may talk about the features and give examples where they find similarities and differences within habitats, e.g. pterodactyl and sea eagles live on high cliffs.	
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Talk about changes in the outdoor environment in relation to seasons e.g. In the winter the leaves are frosty....in the spring we can see buds appearing on the branches.	
Expressive Arts and Design		
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	When children make their own model dinosaur, they experiment with different materials and tools for cutting and joining.	
Creating with Materials ELG Share their creations, explaining the process they have used;	When children have finished making their model, they talk about how they created it with reference to the things they used and how they used them.	
Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher;	When children have found a dinosaur stimulus, they use their imagination to create their own story or add to a shared imagined story.	

Pirates! Spring 2

Core texts:	Learning focus tasks:	Key vocabulary:
Fiction - <i>Pirates Love Underpants</i> , by Claire Freedman and Ben Cort Non-fiction – Usbourne - Look Inside Pirate Ship	role play, making treasure maps, learning about pirate ships and making our own	sea, land, sail, captain, crew, pirate, treasure, chest, map, telescope, parrot, buccaneer, ship, galleon,
By the end of this unit the children will know: • Pirates were sailors, who tried to take important and valuable items from other people or ships. • Pirates used maps to help them know which way to sail, or where to find treasure that had been buried in a secret place. • Pirate ships often had cannons, a crow’s nest, large sails, and a plank. This made them different from other ships of the time. • The ‘golden age of piracy’ was long ago, more than 300 years ago. This means that living conditions and technology was very different to today. • Common pirate stories show pirates speaking and behaving in a very particular way, with certain phrases used such as, “Shiver me timbers!”		
Goals	Assessment Opportunities	
Communication and Language		
Listening, Attention and Understanding ELG Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	When taking part in pirate role play, children will listen and respond in role to hold conversation, e.g., planning to follow a treasure map trail.	
Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	When planning a role play area or having a discussion about how an area might develop, children put forward their own ideas using the key words they have been taught.	
Speaking ELG 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.	When thinking about their role play pirate experience, children talk about how they felt using past tense and conjunctions, e.g. ‘I felt ... because...’	
Physical Development		
Gross Motor Skills ELG Demonstrate strength, balance and coordination when playing;	When ‘going on treasure hunt’ to find the “pirate gold” children demonstrate control and balance as they build and cross bridges, or weave in and out of obstacles.	
Understanding the World		
Past and Present ELG Talk about the lives of the people around them and their roles in society;	When talking about parts of their pirate ship, children talk about the people who would use each area and their jobs. They can compare this to modern day sailors.	
Past and Present Understand the past through settings, characters and events encountered in books read in class and story-telling.	When engaging in pirate tasks, children will show their understanding of characters and events by talking about significant famous pirates during role play.	
Past and Present ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	When looking at pictures of pirate galleons - and comparing them to pictures or video of modern boats - children talk about what makes them similar and different.	
Expressive Arts and Design		
Creating with Materials ELG Make use of props and materials when role playing characters in narratives and stories.	When role playing as pirates, children make an use props such as flags, maps and telescopes.	
Creating with Materials ELG Share their creations, explaining the process they have used;	When making their pirate ships, as part of the family art workshop, children talk about how they have created their vessel.	
Being Imaginative and Expressive ELG Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	When singing along to songs, such as ‘A pirates life for me’, children perform the actions in time with the music.	

Sunshine and Showers / Growing Things – Summer 1

Core texts:	Learning focus tasks:	Key vocabulary:
Non-fiction - <i>I can grow a sunflower</i> (DK) Fiction – Jasper’s beanstalk by Nick Butterworth	children learn about growing plants and animals, the changing seasons, and make their own imaginary pet	Seed, grow, roots, soil, stem, flower, leaves, baby, child, young, adult, old, age, parent, child, food, water, sunlight, warmth, protect, care, diet.
By the end of this unit the children will know: • The weather gets warmer and drier as spring ends and summer begins, this means that we see different animals and plants in our environment. • Living things, including plants and animals, grow and change as they get older. • Animals grow from babies to adults, whereas plants grow from seeds. • Living things need certain conditions to grow, including nutrition. Not all living things eat the same thing, but all need water and air. • How to look after a growing plant and take care for it at different stages of its life.		
Goals	Assessment Opportunities	
Communication and Language		
Listening, Attention and Understanding ELG • Make comments about what they have heard and ask questions to clarify their understanding;	When learning in the forest area, children may ask questions to clarify what they have heard or to develop their understanding. For example, how to grow a ..., or making a bird feeder or bug hotel.	
Speaking ELG • 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.	After planting seeds and preparing the growing area, children use future tense to talk about what they think the growing area will look like in the coming weeks.	
Speaking ELG • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	When learning about how plants and animals grow, children can use vocabulary learnt from stories and other texts to make predictions or say why something might happen.	
Physical Development		
Fine Motor Skills ELG • Use a range of small tools, including scissors, paint brushes and cutlery;	When planting seeds and looking after the growing area, children work with tools.	
Fine Motor Skills ELG • Begin to show accuracy and care when drawing.	When making observational drawings of plants etc children are accurate, take care and add details.	
Understanding the World		
The Natural World ELG • Explore the natural world around them, making observations and drawing pictures of animals and plants;	When learning about changing seasons, children make observations by drawing and labelling the plants and animals they see in the forest area or healing wood.	
The Natural World ELG • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	When learning about plants and how they grow, children talk about and give examples of how seeds develop over time to become plants. For example, how a bean becomes a bean stalk.	
Expressive Arts and Design		
Creating with Materials ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	When making their own ‘Imaginary Pet’ puppet, children experiment with a variety of textiles and tools to explore their ideas.	
Being Imaginative and Expressive ELG • Invent, adapt and recount narratives and stories with peers and their teacher;	When retelling a familiar story (such as The Very Hungry Caterpillar) the children work with others to adapt/invent or change the narrative with imaginative ideas.	

Big Wide World – Summer 2

Core texts:	Learning focus tasks:	Key vocabulary:
Fiction - <i>Handa’s Surprise</i> , by Eileen Browne Fiction – <i>Penguin on Holiday</i> , by Salina Yoon Non-Fiction - <i>This is Our World</i> by Tracey Turner	children learn about travelling from one place to another, including modes of transport, and how places are similar and different.	World, planet, Earth, continent, country, Europe, Africa, ocean, land, sea, farming, travel and tourism/tourist, holiday.
By the end of this unit the children will know: • We live on a planet, called Earth, which is made up of large areas of land (continents) and water (seas and oceans). • The name of some continents such as Europe and Africa, and that these continents contain countries. Our country is called the United Kingdom. • Different places around the world have different weather, and environments which contain animals we don’t see in our country. • People travel to other places, or countries, on holiday. This can include travelling on an aeroplane, train or ferry, for example. • That people in other countries have different customs, including celebrations, tradition songs and stories, clothes and food.		
Goals	Assessment Opportunities	
Communication and Language		
Listening, Attention and Understanding ELG • 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;	When sharing stories, such as <i>Penguin on Holiday</i> , the children respond with their own comments about the two locations.	
Physical Development		
Gross Motor Skills ELG • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	During <i>Active Week</i> the children will demonstrate a wide range of physical skills competently.	
Understanding the World		
People, Culture and Communities ELG • 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	During RE lessons, and International Day, children will learn about community celebrations and make comparisons looking for similarities and differences.	
People, Culture and Communities ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	• After reading <i>Handa</i> children can talk about differences and similarities between life in Africa and England. They can use a map to discuss how its geographical location affects the temperature of a country.	
Past and Present ELG • Talk about the lives of the people around them and their roles in society.	During Young Enterprise Week, when children work together as a team to make their ‘business’, children will learn about the roles people play in business and community services.	
Expressive Arts and Design		
Creating with Materials ELG • Make use of props and materials when role playing characters in narratives and stories.	Children will use appropriate props when acting out a role play of going on holiday or working in the travel agents.	
Being Imaginative and Expressive ELG • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Children sing and perform songs from other countries, and tell stories from other cultures or places.	
Being Imaginative and Expressive ELG • Invent, adapt and recount narratives and stories with peers and their teacher.	Children will create their own going on holiday stories using language they have learnt from books and classroom experiences.	