

Ducklings EYFS Overview – (Pre-steps to National Curriculum)



<p>Unique Child- At Clapham and Patching, we believe every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships- Children flourish with the warm, strong and positive relationships between all children, staff and parents at our school.</p> <p>Enabling Environments- Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and interests to help them build upon their learning in time.</p> <p>Learning and development- Children develop and learn at different rates. We are aware of children who need greater support than others.</p>	<p>Characteristics of Effective learning at Clapham and Patching</p> <p>Playing and exploring- Children investigate and experience things and 'have a go' Children who actively participate in their own play develop a larger store of information to draw on which positively supports their learning.</p> <p>Active Learning- Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. They accept challenges and learn persistence.</p> <p>Creating and thinking critically- Children develop their own ideas and make links between these. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
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'Pupils are enabled to thrive through inclusive practices and approaches to learning that meet the individual needs of each learner. As a result, they grow in confidence personally and academically and are seen to flourish in this caring setting.' SIAMS November 2024

	Ducklings								
	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2
Little Wandle Phonics From week 3	s a t p i n m d g o c k c k e u r h b f l	is the i	f ll ss j v w x y z zz qu ch sh th ng nk ending in s	put pull full as and has his her go no to into she push he of	ai ee igh oa oo o oar or ur ow oi ear air er double letters dd mm tt bb rr gg pp	was you they my by all are sure pure	Words with double letters longer words Words with two or more digraphs. Longer words words ending in –ing compound words longer words words with s /z/ in the middle words words with –s /s/ /z/ at the end words with –es /z/ at the end	short vowels CVCC Short vowels cvcc ccvc Short vowels ccvcc cccvc cccvcc. Longer compound words Root words ending in: -ing -ed -ed -est Said So Have like some come love do were	Long vowel cvcc ccvc Phase 4 words with s /s/ at the end Phase 4 words with -s /z/ end Phase 4 words with -es /z/ end root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root words ending in: –er, –est longer words

			we me be				here little says there when what one out today	
Literacy	Pencil grip Early mark making Recognising and writing own name Tracing/tracking lines and form	Pencil grip Using initial sounds Segment and blend cvc words Captions Labels Seasonal texts	Pencil grip Using initial sounds Phrases Writing tricky words Handwriting Writing letters Dictation	Phrases Using initial sounds and end sounds Writing tricky words Writing letters Writing messages Handwriting Dictation	Phrases Segment and blend longer words Writing tricky words Writing short sentences Writing messages Handwriting Dictation	Writing tricky words Writing longer sentences Dictation for spellings Checking spellings Awareness of punctuation Handwriting Dictation		
Communication & Language	We will promote the development of children's spoken language as it underpins all the areas of learning. We will encourage conversation and back and forth interactions daily. We will read frequently to and with the children to actively engage them. We will promote a language rich environment to embed new words in a range of contexts. We will develop role-play, story-telling, and conversation. Modelling oracy.							
UTW Science	Keeping healthy Snack time My body Autumn changes Explore the natural world around them	Seasonal changes Ice- change of state Hibernation- Hedgehog visit. Light/dark – torches/mirrors	Healthy food Cooking Tasting Discussing differences between fruits and veg. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Growing seeds Growing grass- watching closely for changes	Life cycles- caterpillars to butterflies/frogs. Habitats in forest school. Mini beasts' hunts.	Look how we have grown. Beach observations. Waterproof/ floating and sinking. Seasonal changes.		
UTW History	Seasonal changes Lives of familiar people/people who help us Family/own experiences	Our families Ways of life Occupations/wider community – Postman (Jolly Postman)	Reflecting on own life experiences Traditional tales- Chinese new year story	Understand the past through settings, characters and events encountered in books read in class and storytelling	Talk about the lives of the people around them and their roles in society. Similarities and differences	Life cycles – how have I changed? Moving on. My family members		

				Peepo – look at images in the text, notice differences.		
UTW Geography	<p>Seasonal changes Autumn weather Autumn leaves My house, my school, how do I get there?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Recognising routes through the village to Forest School and the church.</p>	<p>Our community Our school Map work- Rosie's walk Routes/directions Understand I have an address to send a postcard to. Autumn changes, hibernation Our outside area changes.</p>	<p>Where in the world? China- Chinese New Year. 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. Different traditions/customs/food.. Winter weather What to wear?</p>	<p>Where in the world does our food come from? Farm to fork Farms Countryside Farmer's life/day Comparing Labelling Draw information from a simple map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Our natural environment natural and built types of buildings-</p>	<p>Summer weather Seasonal changes Beach study/ visit. Forest School Local community field trips 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</p>
EAD Art	<p>Naming colours Picking up a pencil Pressure with a pencil Using felt tips Repeating patterns Using scissors</p>	<p>Colour mixing routines Mixing secondary colours Patterns Collage Brushes</p>	<p>Observational drawings using faces and self-portraits as a stimulus Creating textures Printing</p>	<p>Mixed media collaboration Pencil skills Selecting different pencils (2B/6B)</p>	<p>Exploring malleable materials and natural objects. Developing the use of tools and joining techniques. Designing and making clay animals.</p>	<p>Developing cutting, threading, joining and folding skills. Colour mixing tertiary colours</p>
EAD DT	<p>Use of tools Scissors/tape</p>	<p>Joining materials- tape/glue stick, split pins.</p>	<p>Tasting fruit and veg. Planning and preparing vegetables to make a soup.</p>	<p>Using our own grown cress/salad to make sandwiches</p>	<p>Practice threading and weaving techniques using various materials and objects.</p>	
EAD Music	<p>Welcome and routine songs Nursery rhymes.</p>	<p>Performing songs for Harvest and Christmas.</p>	<p>Exploring how to use our voice and bodies to make sounds, experimenting</p>	<p>Creating simple actions to songs, learning how to move to a beat and</p>	<p>Creating simple actions to songs, learning how to move to a beat and</p>	<p>Learning about the four different groups of musical instruments,</p>

	Tapping rhythms Instruments in Continuous provision	Singing in unison. Makaton signing	with tempo and dynamic when playing instruments and identifying sounds in the environment.	expressing feelings and emotions through movement to music	expressing feelings and emotions through movement to music	following a beat using an untuned instrument and performing a practised song to a small audience
UTW RE	What makes every single person unique and precious? All about me I belong	Why do Christians perform Nativity plays at Christmas? My family My customs Celebrations Birthdays Harvest Christmas	How can we help others when they need it? Food in other customs Other customs around the world e.g. Chinese New Year, spring/new life	Why do Christians put a cross in an Easter Garden? Shrove Tuesday Pancake celebrations Easter celebrations New life	Why is the word 'God' so important to Christians?	How can we care for our wonderful world? Giving thanks for our food/farms/farmers Develop awe and wonder link to seed/plant growth Gratitude Moral based stories
Computing		Introduce I-pad/IWB letters/numbers phonic games	All about instructions. Learn to give and follow instructions carefully. Interactive whiteboard pens/paint to create an image of favourite animal	Google Earth – what is our world like? Is it the same as our town? Keyboard skills Using camera	IWB Code-a-pillar Completing a range of programs on iPad	Bee-bots – simple programs for directional robots iPads – photos/print off
Physical development	Safe moving in a space Running Jumping walking	Ball skills Throwing Hopping Catching Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Movement- exploring ways to move Crawling Skipping climbing	Ball skills Throwing Catching Skipping Watch and talk about dance and performance art, expressing their feelings and responses	Progress towards a more fluent style of moving, with developing control and grace. Athletic skills Passing Battling Aiming	Team building Throwing Catching Skipping kicking Combine movements
Personal. Social and emotional development	Me and my new friends. Setting class rules and expectations.	Introducing Zones of regulation. 'All zones are ok'	Self-regulation: My feelings Class expectations	Building relationships: special relationships	Managing self: taking on challenges (kapow) Oral hygiene	Self-regulation: Listening and following instructions (kapow)

Outdoor Learning	Use of school grounds for continuous provision and learning opportunities as frequently as possible. 'There is no such thing as bad weather, only unsuitable clothing' Alfred wainwright.					
		Forest School Getting to know the woods. Establishing routines. Team building. Using a bow saw. Managing own risks to be safe.		Forest School Noticing changes in the woods. Using a bow saw/loppers/palm drill Managing own risks to be safe. Respecting the environment.		Forest School Noticing changes in the woods. Using a bow saw/loppers/palm drill and generate own ideas. Managing own risks to be safe. Using the fire to cook
Wow moments & opportunities	Fire service visit Harvest Church service Hedgehog visit	Bonfire night Remembrance Day Anti-bullying week Children in need Hannukah Nativity Diwali Theatre trip Postcard posting	Chinese New Year Trip Valentine's day Internet safety week Soup making	Wild mile walks Planting seeds Trip to a garden centre Easter at Church Mother's Day Farm Visit World Book Day LENT - Pancake races	Wild mile walks Dental nurse teeth talk	Beach trip RNLI Father's Day Sports day

Our children, school vision, and values inform all of our decision making and are the very heart of our school.

We believe that a happy child is a successful one. Our vision is for our children to be confident, creative, kind and responsible individuals who aspire to achieve their full potential with God. We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish, and all achievements are celebrated.

We 'Learn, Love and Flourish with God'.

