

EYFS Long term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p> <p>ELG</p>	<p>ALL ABOUT ME AND AUTUMN</p> <p>Q- Is it fair to always do what you want?</p> <p>All about me - photos Owl Babies, colour monster, Rosie's walk etc. Minel, When I Grow up, No outsider books- family Autumn Harvest Family Growing up - generations</p>	<p>CELEBRATIONS, AUTUMN AND WINTER</p> <p>Q- Would you like it to be winter all the time?</p> <p>Autumn/ Winter Stick Man Arctic Snow Bears/Penguins Funny bones Pumpkin soup Bonfire Night Diwali Remembrance day Christmas/Father Christmas story Toys from the past Christmas around the world</p>	<p>WHERE WE LIVE</p> <p>Chinese New Year Winter, ice, snow. Melting and freezing. Textures, describing materials and how they change. Using our senses. Shrove Tuesday Ash Wednesday Valentine's Day, people we love.</p> <p>Possible visits, events: Local park</p>	<p>WHERE WE LIVE CONT.</p> <p>Space Aliens love underpants Beegu The smeds and the smooos Pancake Day Easter Red nose day/Children in need Lent Planting/Gardening/Spring P4W- The journey home</p>	<p>GROWING AND MINI BEASTS</p> <p>Q-what kind of adventure would you take?</p> <p>What the ladybird heard Tiddler Rumble in the Jungle Life cycles - Frogs/butterfly/plants, etc Local Area Planting/Gardening Mini beasts Animals Going on a bear hunt P4W- Silly doggy</p>	<p>SUPERHEROS, TRANSPORT AND HOLIDAYS</p> <p>Q- What makes a superhero?</p> <p>Police, fire fighters, nurses and doctors, teachers, ambulance etc. Summer holidays (past and present) Hot places Rock pools Mermaids Superheroes Vehicles- past +present P4W- Supertato</p>
<p>Communication and Language</p> <p>Listening and attention, understanding</p> <ul style="list-style-type: none"> • 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. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small 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>-Understand how to listen carefully and why listening is important.</p> <p>-Engage in story times.</p> <p>-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.</p>	<p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Develop social phrases Engage in story times.</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>-Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>-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 a teacher</p>	<p>-Describe events in some detail</p> <p>-Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p>	<p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>-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>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-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 teacher support.</p> <p>-Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>-Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>-Use new vocabulary in different contexts.</p> <p>-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 mode</p>
	<ul style="list-style-type: none"> ❖ Learn new vocabulary ❖ Listen carefully to rhymes and songs, paying attention to how they sound. ❖ Use new vocabulary in different contexts ❖ Use new vocabulary through the day Learn rhymes, poems, and songs 					

<p>Personal, Social and Emotional Development</p> <p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>-See themselves as a valuable individual.</p> <p>- Build constructive and respectful relationships.</p> <p>-Express their feelings and consider the feelings of others, regulate behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others</p> <p>-Give focused attention to what the teacher says</p> <p>Know the reasons for rules, know right from wrong and how to behave accordingly</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>-Show resilience and perseverance in the face of challenge.</p> <p>-Identify and moderate their own feelings socially and emotionally.</p> <p>- Be confident to try new activities</p> <p>-Manage own basic hygiene and personal needs.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>-Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Set and work towards simple goals</p> <p>Confident to try new activities</p> <p>-Explain the reasons for rules</p> <p>-Manage own basic hygiene and personal needs</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>-Think about the perspectives of others.</p> <p>-Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Set and work towards simple goals</p> <p>-Confident to try new activities,</p> <p>-Explain the reasons for rules</p> <p>-Manage own basic hygiene and personal needs</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show sensitivity to their own and to others' needs</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Self-Regulation Managing Self Building Relationships</p>	
<p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year</p>						
<p>Physical Development</p> <p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>-Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Develop fine motor skills- holding pencil correctly (tripod grip in most cases) using scissors etc</p> <p>Gross Motor Skills</p>	<p>-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop fine motor skills- holding pencil correctly (tripod grip in most cases) using scissors etc</p> <p>-Gross Motor Skills</p>	<p>-Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop fine motor skills- holding pencil correctly (tripod grip in most cases) using scissors etc</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Develop fine motor skills- holding pencil correctly (tripod grip in most cases) using scissors etc</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>-Combine different movements with ease and fluency</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gross Motor Skills</p>	<p>-Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>Gross Motor Skills Fine Motor Skills</p>
<ul style="list-style-type: none"> ❖ 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. ❖ Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. ❖ Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. ❖ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ❖ Develop overall body-strength, balance, co-ordination, and agility 						
<p>Literacy</p>	<p>-Read individual letters by saying the sounds for them.</p>	<p>-Blend sounds into words, so that they can read short words made up of known letter-sound</p>	<p>-Read some letter groups that each represent one sound and say sounds for</p>	<p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a</p>	<p>-Form lower-case and capital letters correctly.</p>	<p>-Write short sentences with words with known letter-sound correspondences using a capital</p>

<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>word reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet Write recognisable letters, most of which are correctly formed 	<p>correspondences.</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed. 	<p>them.</p> <ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing 	<p>few exception words.</p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 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 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others. Say a sound for each letter in the alphabet and at least 10 digraphs 	<p>letter and full stop.</p> <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others
<p>Phonics - end of ½ term expectation</p>	<p>Read set 1</p>	<p>Read set 1 and blend cvc</p>	<p>Segment and blend cvc and red ditty</p>	<p>Read cvc and red ditty</p>	<p>Green and some set 2</p>	<p>Green/purple and all set 2</p>
<p>Maths Number Have a deep understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none"> 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. <p>Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Getting to know you Just like me!</p> <p>Opportunities for settling in, introducing the areas of provision getting to know the children.</p> <p>Key times of the day, class routines. Exploring the CP inside and outside. Where do things belong?</p> <p>Match and sort compare amounts Compare size, mass and capacity Exploring pattern</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>It's ME 1,2,3! Light and Dark Consolidation</p> <p>Representing, omparing, composition of 1,2 and 3. Circles and triangles Positional language</p> <p>Representing numbers to 5 One more and less Shapes with 4 sides. Time</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Alive in 5! Growing 6,7,8</p> <p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p>6,7 and 8 Making pairs Combining 2 groups Length and height Time</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Building 9 and 10 Consolidation</p> <p>9 and 10 Comparing numbers to 10 Bonds to 10 3d shape pattern</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>To 20 and beyond First then now</p> <p>Building numbers to 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Compose and decompose</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Find my pattern On the Move consolidation</p> <p>Doubling Sharing Grouping Odd and even Visualise and build Deepening understanding Patterns and relationships mapping</p>

<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 				<ul style="list-style-type: none"> compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. have a deep understanding of numbers to 10, including the composition of each number- subitising up to 5 Automatically recall without reference to rhymes, counting or other aids number bonds to 5 including subtraction facts and some number bonds to 10 including double facts 	<ul style="list-style-type: none"> Verbally count beyond 20, recognise the pattern of the counting system 	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<h3>Understanding the World</h3> <p>Past and present Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> 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. <p>People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> 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. 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. <p>The natural world</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Know some similarities and differences between 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Important changes and Seasons The Natural World People, Culture and Communities Past and Present 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter The Natural World People, Culture and Communities Past and Present 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, 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. The Natural World People, Culture and Communities Past and Present 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps. Draw information from a simple map. The Natural World People, Culture and Communities Past and Present 	<ul style="list-style-type: none"> Explore the natural world around them. Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments Understand the important processes and changes in the natural world around them, including seasons and changing states of matter The Natural World People, Culture and Communities Past and Present 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. The Natural World People, Culture and Communities Past and Present
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside</p>						
<h3>Expressive Arts and</h3>	<ul style="list-style-type: none"> Develop storylines in their pretend play. Creating with Materials 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills. Creating with Materials 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses

Design Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher. • 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	-Being imaginative	-Creating with Materials - Being imaginative	-Creating with Materials -Being imaginative	-Being imaginative	-Creating with Materials -Being imaginative	-Creating with Materials -Being imaginative
	<ul style="list-style-type: none"> ❖ Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. ❖ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ❖ Share their creations, explaining the process they hve mused ❖ Make sue of props and matierals when role playing characters in narrative and stories. ❖ Invent, adapt and recount narratives and stories with peers and their teacher. ❖ Sing a range of well known nursery rhymes and songs and perform with others. 					
RE	Belonging/special Harvest	Diwali Christmas Remembrance day	New life shrove Tuesday valentines day	Mothers day easter	Story time	Special places