

Hanslope Primary School EYFS Long Term Overview 2023 - 2024

Area of Learning	Autumn 1 (5.9.23 - 20.10.23) 7 I Wonder What Makes Us Special?	Autumn 2 (30.10.23 - 22.12.23) I Wonder Who is Awake When I am Asleep? 8	Spring 1 (9.1.24 - 16.2.24) I Wonder What Moves? 6	Spring 2 (26.2.24 - 28.3.24) 5 I Wonder Where They Call Home?	Summer 1 (15.4.24 - 24.5.24) I Wonder What That Tastes Like? 6	Summer 2 (4.6.24 - 19.7.24) 7 I Wonder If It Ever Really Happened?
Possible Book Focus	Colour Monster, Senses, Once There Were Giants, Funny Bones, Supertato, Scarecrows.	Owl Babies, The Gruffalo, The Gruffalos Child, A Very Noisy Night, Peace at Last, Day Monkey, Night Monkey, Laura's Star, Can't You Sleep Little Bear, Stick Man, Penguin Small, Christmas Story	Burglar Bill, Cops and Robbers Duck in the truck, Aliens Love Underpants, Whatever Next Tim Peake, Astronauts, Kippers Balloon, Someone Bigger, Mr Gumpy's Outing, Captain Duck, Who Sank the Boat, The Jolly Postman, The Train Ride.	Wombat Stew, Farmer Duck, Pig in the Pond, Walking Through the Jungle, Rumble in the Jungle, Dear Zoo, Class 2 at the Zoo, Hairy Maclary, Six dinner Sid, Mog and the Vet Vicky the vet, Dinosaurs	Oliver's Fruit Salad, Oliver's vegetables, The Enormous Turnip, Handas Surprise, Don't Spill the Milk, The World Came to my Place Today, Jack and the Beanstalk, Jim and the Beanstalk, Jaspers Beanstalk, The Very Hungry Caterpillar, Non-Fiction minibeasts	Three Billy Goats Gruff, The Three Little Pigs, Goldilocks and the Three Bears, Rainbow Fish, Class Three All At Sea, Commotion in the Ocean, Someone Swallowed Stanley, A New Home for a Pirate, Lighthouse Keeper
Other Possible Themes	Harvest (23/10) Black History Month Walk to School Week	Halloween (31/10) Bonfire Night (5/11) Remembrance Day (11/11) Diwali (12/11) World space week Children in Need	Chinese New Year (10/02) Shrove Tuesday (13/02) Valentines (14/02) Comic Relief	St David's Day (01/03) Holi (25/03) St Patrick (17/03) Mother's Day (10/03) Easter Science week, Women's History month, Mathematics awareness month and World book day	St Georges Day (23/04) May Day (06/05) Dinosaur Day (21/05, 01/06)	Father's Day (16/06) KS2 School Play Y6 Leavers Assembly Sports Day
Year of DT						
Enrichment Activities	Outdoor learning Macmillan Coffee Morning Harvest	Outdoor learning Trip to Salcey Forest Children in Need Nativity Performance Christmas Jumper Day Christmas Carols	Outdoor learning Canal trip - Stoke Bruerne Visit by the Police/Fire brigade/ Ambulance?	Outdoor learning Trip To Green Dragon Farm	Outdoor learning Trip to Hill Farm	Outdoor learning Transition visits
Communication and Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role</p>	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<p>Listening, 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 	

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<p>play, children become comfortable using a rich range of vocabulary and language structures.</p>					<p><i>making use of conjunctions, with modelling and support from their teacher.</i></p>
<ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary through the day • Engage in story times. <p style="text-align: center;">Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Develop social phrases</p> <p style="text-align: right;">Use new vocabulary in different contexts</p>					
<p>Personal, Social and Emotional Development Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. Providing them with a secure platform from which children can achieve at school and in later life.</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others. • Identify and moderate their own feelings socially and emotionally. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. • 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</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others needs. 		
<p>Physical Development By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability,</p>	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene • Revise and refine the fundamental movement skills they have already acquired: rolling, 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency • Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. 	<ul style="list-style-type: none"> • 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. • Fine Motor Skills

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<p>balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, allow children to develop proficiency, control and confidence</p>	<p>crawling, walking, jumping, running, hopping, skipping, climbing</p>		<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • <i>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</i> • <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i> • <i>Begin to show accuracy and care when drawing.</i>
	<p>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.</p> <p>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.</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 overall body-strength, balance, co-ordination, and agility</p>				
<p>Literacy Literacy consists of reading and writing. Reading consists of language comprehension and word reading. Language comprehension only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Word reading, involves both decoding and the speedy recognition of familiar printed words. Writing involves spelling, handwriting and composition (articulating ideas and structuring them in speech, before writing).</p>	<ul style="list-style-type: none"> • <i>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; write 'm' for mummy.</i> • <i>Write some or all of their name.</i> • <i>Write some letters accurately.</i> • Read individual letters by saying the sounds for them. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences 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. 	<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate (where appropriate) key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> <p>Word Reading</p> <ul style="list-style-type: none"> • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge, including some common exception words.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Write simple phrases and sentences that can be read by others.</i>

<p>Mathematics – White Rose Developing a strong grounding in number is essential to develop the necessary building blocks to excel mathematically. Children are taught to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. A variety of manipulatives are used to develop a secure base of knowledge and vocabulary. Opportunities for spatial reasoning skills, looking for patterns and relationships, spotting connections, 'having a go' and not being afraid to make mistakes are also developed.</p>	<p>Getting To Know Me Baseline Just Like Me Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language 'sides', 'corners'; 'straight', 'flat', 'round'. Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. 	<p>Its' Me 1,2,3! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles Positional Language Light and Dark Representing Numbers to 5 One More and One Less Shapes with 4 sides</p> <ul style="list-style-type: none"> Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. 	<p>Alive in 5! Introducing Zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity Growing 6,7,8 6,7,8 Making Pairs Combining 2 groups Length & Height Time</p> <ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. 	<p>Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D Shape</p> <ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<p>To 20 and Beyond Building numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning - Match, Rotate, Manipulate First Then Now Adding More Taking Away Spatial Reasoning - Compose and Decompose Find My Pattern Doubling Sharing & Grouping Even and Odd Spatial Reasoning - Visualise and Building On The Move Deeping understanding patterns and Relationships Spatial Reasoning - Mapping Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. 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. Numerical Pattern <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. 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. </p>
<ul style="list-style-type: none"> Continue, copy and create repeating patterns. Compare length, weight and capacity. 					
<p>Understanding the World Children are guided to make sense of their</p>	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. 	<p>Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. </p>

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<p>physical world and their community. Children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems also fosters their understanding of our culturally, socially, technologically and ecologically diverse world.</p>		<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. 		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. 	<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</p> <ul style="list-style-type: none"> • Describe their immediate 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. • Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear, and feel whilst outside. • Explore the natural world around them. • Draw information from a simple map. 				
<p>Expressive Arts and Design Children's artistic and cultural awareness supports their imagination and creativity. There are regular opportunities to explore and play with a wide range of media and materials.</p>	<ul style="list-style-type: none"> • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources, and skills. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range or well-known nursery rhymes and song. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	<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. 				