



# St Stephen's Kearsley Moor C of E Primary School

## EYFS Long Term Overview 2024-2025



	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	There's Only One Me!	Traditional Tales	Weather/Seasons	Space	Minibeasts	Animals	Transport
Forest Schools	<b>New Beginnings</b> Getting the children used to the process, routines, expectations about outdoor learning. Autumn play, scavenger hunts, leaf crowns, leaf pictures, harvest.		<b>Seasons Changing</b> Discovering signs of Autumn. Signs of nocturnal animals and how we can spot these. Collecting and hammering autumnal objects into cotton, making veg soup, sparklers and fire safety.	<b>Big Garden Bird Watch</b> Understanding the environment, identifying birds, listening for bird songs, taking care of local wildlife. Making binoculars, bird nest stories, bird-day party food.	<b>Gardening</b> Understanding how we can help bring wildlife to our natural environment, e.g. leaving sugar drops for bees – being a wildlife hero.] Planting seeds. Daffodil craft activities, bee pollen race. Making wind chimes/windsocks.	<b>Discovering Minibeasts</b> Learning through a variety of national days about minibeasts. Worm Charming, Insect Week and Mud day. Discovering and creating habitats for living things and their life cycles.	<b>Biodiversity</b> Looking at all different kinds of life that we might find in FS that make up our natural world. How we can help protect future generations of living organisms. Making butterfly plate feeders and chalk art, exploring fungi.
	NB: Activities and themes are not limited to the above, but allow for a general guide for each half term. Children's interests through outdoor experiences guide their next steps in learning.						
Communication and Language	Understand how to listen carefully and why listening is important. Enjoy joining in at group times. Engage in story times by answering simple questions. Talk to others and take turns to speak. Share opinions and feelings with familiar adults using talk as a tool.		Ask questions to find out more. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Demonstrate good listening behaviours. Following simple instructions reliably (with two or more parts). Waiting to take turns in conversations. Joining in with familiar rhymes and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Respond to others' views and ask questions about what has been heard. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Sharing ideas within smaller groups. Explaining events that have already happened. Talk in full sentences using different tenses.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books and respond with questions, comments and actions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Explain why things happen/might happen. Use learnt vocabulary from stories, rhymes, poems, songs. Use conjunctions to connect ideas.

		Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Engage in story times	
<b>PSED</b> (SCARF)	<b>SCARF: Me and My Relationships</b>	<b>SCARF: Valuing Difference</b>	<b>SCARF: Keeping myself safe</b>	<b>SCARF: Rights and responsibilities</b>	<b>SCARF: Being my best</b>	<b>SCARF: Growing and changing</b>	
	Oral hygiene: teeth cleaning. Build constructive and respectful relationships. Know and talk about the different factors that support their overall health and wellbeing (ongoing throughout the year). To talk and express feelings. To choose what I need to complete a goal (short term). Beginning to follow instructions. Beginning to become more confident when things are new. Begin to manage their own needs.	I know what it means to be respectful and to be treated with respect. Independence: putting own socks and shoes on. See themselves as a valuable individual. Express their feelings and consider the feelings of others. Becoming aware of rules in school and the classroom. Beginning to dress and undress. Starting to know ways to stay healthy. Beginning to form relationships with familiar adults. Express basic needs and feelings.	Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Identify how others are feeling based on expressions and actions. To talk about what they are good at or would like to improve. Persevering when finding something difficult. Talk about how to keep themselves healthy.	Looking after my special people: I know that caring relationships are at the heart of happy families I know what makes a good friend. Being helpful at home and caring for our classroom. Caring for our world. Looking after money. Think about the perspectives of others. To use words to solve conflicts with others. Show friendly behaviour when developing relationships with different people.	Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Having a good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) Show resilience and perseverance in the face of challenge. Showing understanding of feelings by changing behaviour. Setting goals for themselves.	Me and my body, girls and boys Transition into Year 1 Year 1 readiness Manage their own needs. Explain healthy food. Work with others in a group, sharing and turn taking. Forming good relationships around school and in the classroom. Sensitive of others needs.	
NB. These statements will apply on an ongoing basis throughout the Reception year.							

<b>Physical Development</b>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Climbing stairs using alternate feet. Develop movement using age-appropriate bikes, scooters. Balance Bike training</p>	<b>Fundamentals</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Balls Skills</b>	<b>Games</b>
	<p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p>	<p>In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<p>In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p>	<p>In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	
<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>						
<b>Literacy</b>	<p>To talk about stories they have heard. To suggest what a book might be about by looking at the front cover. To join in with familiar rhymes and songs (and some</p>	<p>To retell the key events in stories. To recall facts from non-fiction. To talk about what has happened in the story so far. To listen carefully to stories, rhymes, songs and non-fiction.</p>	<p>To retell key event from stories heard and read. To describe key events in detail. To recall facts from a non-fiction book. To say what might happen next linked to other similar story plots. To talk about stories, rhymes, songs and non-fiction.</p>	<p>To explain what I have read or has been to read to them. To retell simple stories (this could be through props/prompts) To recall facts from information given. To say what they think might happen next. To use new vocabulary throughout play.</p>		
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	<p>patterned stories).</p> <p>To write some letters from their name.</p> <p>To orally segment single sound CVC words.</p> <p>To hear and say the initial sounds.</p>	<p>To write some lower-case letters correctly. Including some upper-case letters that have significant e.g., my name, Mum, Dad, siblings etc.</p> <p>To read letter groups that each represent one sound.</p> <p>To identify known graphemes to match initial sounds.</p> <p>To match phase 2 graphemes and letter sounds.</p> <p>To write simple CVC words and labels.</p> <p>To start to write simple captions and say simple sentences for writing (oral and count the words).</p>	<p>To write most lower-case letters correctly.</p> <p>To write some upper-case letters correctly.</p> <p>To use a tripod grip.</p> <p>To match phase 2 and phase 3 graphemes and letter sounds.</p> <p>To spell some harder to read and spell (HRS) words.</p> <p>To write captions and write simple sentences.</p> <p>To start to use finger space between my words.</p> <p>To read my own sentence back.</p>		<p>To write most upper and lowercase letters correctly.</p> <p>To confidently hold a pencil in a tripod grip.</p> <p>To write CVC words with the graphemes and letter sounds that they know.</p> <p>To write HRS words.</p> <p>To write short sentences.</p> <p>To read their own sentences.</p> <p>For their teacher can read their sentences.</p> <p>To use a full stop at the end of a sentence.</p>	
<b>Phonics</b>	<p><b>Essential Letters and Sounds:</b> <u>Phase 2</u></p> <p>Oral blending.</p> <p>Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs).</p> <p>12 (HRS) words.</p>	<p><b>Essential Letters and Sounds:</b> <u>Phase 3</u></p> <p>Oral blending</p> <p>Sounding out and blending with 29 new GPCs</p> <p>32 new HRS words</p> <p>Revision of Phase 2</p>	<p><b>Essential Letters and Sounds:</b> <u>Phase 3</u></p> <p>Oral blending</p> <p>Sounding out and blending with 29 new GPCs</p> <p>32 new HRS words</p> <p>Revision of Phase 2</p>	<p><b>Essential Letters and Sounds:</b> <u>Phase 3</u></p> <p>Oral blending</p> <p>Sounding out and blending with 29 new GPCs</p> <p>32 new HRS words</p> <p>Revision of Phase 2</p>	<p><b>Essential Letters and Sounds:</b> <u>Phase 4</u></p> <p>Oral blending</p> <p>No new GPCs or HRS</p> <p>Word structures – cvcc, ccvc, cvcc, cccvc, cccvcc</p> <p>Suffixes</p> <p>Revision of Phase 2 &amp;3</p>	<p><b>Essential Letters and Sounds:</b> <u>Phase 5</u></p> <p>Introduction to Phase 5 for reading 20 new GPCs</p> <p>16 new HRS words</p>

# Mathematics

<p><b>WRM: Match, Sort and Compare</b>            Matching pictures and objects.            Identifying a set            Sorting using techniques            Creating sorting rules            Comparing amounts</p> <p><b>WRM: Talk about Measure and Patterns.</b>            Compare size, mass, capacity.            Simple patterns</p> <p><b>WRM: It's Me 1 2 3</b>            Find, Subitise and Represent 1,2 and 3.            1 more and 1 less.            Composition of 1,2 and 3.</p>	<p><b>WRM: Circles and Triangles</b>            Identify and compare circles and triangles.            Describe Position            Shapes in the environment.</p> <p><b>WRM: 1,2,3,4,5</b>            Finding, Subitising and Representing 4 and 5.            1 more and 1 less            Composition of 1-5.</p> <p><b>WRM: Shapes with 4 sides</b>            Identify and names shapes with 4 sides.            Combine shapes with 4 sides.            Shapes in the environment.            My day and night.</p>	<p><b>WRM: Alive in 5!</b>            Introducing Zero            Find, Subitise, Represent 0-5.            1 more and 1 less            Composition 0-5.            Conceptual Subitising to 5.</p> <p><b>WRM: Mass and Capacity</b>            Compare and Explore Mass and Capacity.            Find a balance.</p> <p><b>WRM: Growing 6,7 8</b>            Find, Represent and Compose 6,7 and 8.            1 more and 1 less.            Pairs odd and even.            Double to 8 – find. A double/make a double.            Combining 2 groups.</p> <p><b>WRM: Length and Height</b>            Explore, Compare length and height.            Talk about time            Order and sequence time.</p>	<p><b>WRM: Building 9 and 10.</b>            Find, Compare and Represent number to 10.            Conceptual subitising to 10.            1 more and 1 less.            Composition to 10.            Bonds to 10 (2 and 3 parts)            Arrangements to 10.            Doubles to 10.            Exploring even and odd.</p> <p><b>WRM: Explore 3-D Shapes</b>            Recognise and name 3-D shapes.            Find 2-D Shapes within 3-D shapes.            Identify more complex patterns.            Copy and continue patterns.</p>	<p><b>WRM: To 20 and Beyond.</b>            Build numbers beyond 10 (10-13 then 14-20).            Continue patterns beyond 10 (10-13, 14-20).            Verbal counting beyond 20.</p> <p><b>WRM: How many now?</b>            Add more / Take Away            How many did I add/take away?</p> <p><b>WRM: Manipulate, compose and decompose.</b>            Rotate, manipulate, compose and decompose shapes.            Explain shape arrangements            2-D shape pictures</p> <p><b>WRM: Sharing and Grouping</b>            Explore sharing &amp; Grouping            Even and odd sharing            Play with and build doubles</p>	<p><b>WRM: Visualise, Build and Map.</b>            Identify units of repeating patterns.            Create and explain own pattern rules.            Replicate and build scenes/constructions.            Visualise from different positions.            Give instructions to build.            Explore and represent maps with models.            Create maps from familiar places.            Create maps and plans from story situations.</p> <p><b>WRM: Make Connections</b>            Deepening understanding            Patterns and relationships.</p>
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## Understanding the World

<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. Talk about themselves and the ways they have changed – sharing images of past and present.</p> <p>Recognising basic chronology – recognising that things happened before they were born.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand some important processes and changes in the natural world around them.</p> <p>Explore the natural world around them.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Observe and interact with natural processes such as light, magnets, shadows, floating.</p>	<p>Understand that some places are special to members of their community.</p> <p>Talk about the roles of people in society.</p> <p>Describing plants and animals and recognising familiar animals and plants such as daffodils.</p> <p>Talk about our community links and the people whom we may come across, police, doctors etc.</p>	<p>Discuss how we care for the natural world around us.</p> <p>Look at aerial views of the school, noticing simple features of its surroundings - houses, farm, fields, church.</p> <p>Looking at places of worship, their purpose and importance to the local community.</p>	<p>Comment on images of familiar situations in the past – homes, schools, transport.</p> <p>Draw information from a simple map – through real meal or familiar imaginary stories.</p> <p>Familiarise children with the name of a road, town, city the school is located in.</p> <p>Know some similarities and differences between the past and now.</p>
<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>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>					

<b>EAD</b>	<p>Develop storylines in their pretend play. Begin to join materials together. Explore art material and colour mixing freely. Develop own ideas for art and talk (with support) about them. Start to develop own stories link to what I know through role play and small world.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. I know some popular songs and can sing them. I can role play imaginary scenarios linked to experiences. I can use various tools for artwork. To describe my artwork to other and signal key parts.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. I can use on handed tools safely. I can combine different techniques e.g. collage paint, crayon. I can use materials and props to retell stories and create imaginary situations.</p>	<p>Create collaboratively sharing ideas, resources, and skills. I can adapt well known stories and narratives. I can sing well known songs in a group or alone changing the pitch or melody. I can join in with singing and dancing.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. I can invent my own stories. I can sing well known nursery rhymes. I can perform songs, rhymes, poems along and with others. I can try to move in time with music.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. I can safely use scissors. I can design a product thinking about colour, texture and function.</p>
	<p>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.</p>					
<b>R.E</b>	<p><b>Unit 1:</b> Creation – Why is the word God so important to Christians?</p>	<p><b>Unit 2:</b> Incarnation - Why do Christians perform Nativity plays at Christmas?</p>	<p><b>Unit 3:</b> Thematic - Where do we belong?</p>	<p><b>Unit 4:</b> Salvation - Why do Christians put a cross on the Easter Garden?</p>	<p><b>Unit 5:</b> Thematic - Which places are special and why?</p>	<p><b>Unit 6:</b> Thematic - Which stories are special and why?</p>