

# EYFS Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is me	D is for dark	Splish, splash, splosh	Far, far away	Fee, fi, fo, fum	Fun in the sun
Key Text	Marvelous Me	Funny bones	The gingerbread man	Hansel and Gretel	Jack and the beanstalk	Billy's Bucket
Communication and Language development	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important. Learn new vocabulary.</li> <li>Use new vocabulary through the day</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives. Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities.</li> <li>Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>
Personal, social and emotional development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the perspectives of others</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Know and talk about the different factors that</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Set and work towards simple goals, being able to wait for what they</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs.</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Give focused attention to what the teacher says.</li> </ul>

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			support their overall health and wellbeing.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	want and control their immediate impulses when appropriate.	
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Physical development	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop and refine a range of ball skills</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements.</li> <li>Confidently and safely use a range of large and small apparatus.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop the skills they need to manage the school day successfully</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Begin to show accuracy and care when drawing</li> </ul>
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Literacy	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Read some letter groups that each represent one sound</li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds into words so they can read short words . Read a few common exception words.</li> <li>• Spell words by identifying the sounds then writing the letter</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of known words. Re-read books to build up confidence. Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Anticipate key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding what has been read to them.</li> <li>• Read words consistent with their phonic knowledge.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories. Read aloud simple sentences.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>
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<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Compare numbers</li> <li>Count on/back</li> <li>Compare length, weight and capacity</li> <li>Continue, copy and create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Counting objects, actions and sounds</li> <li>Link the number symbol with its cardinal number value</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>Explore the composition of numbers to 10</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning awareness</li> </ul>	<ul style="list-style-type: none"> <li>Count on/back</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Compare numbers</li> <li>Count on/back</li> <li>Automatically recall number bonds for numbers 0-5</li> <li>Explore the composition of numbers to 10</li> <li>Compare length, weight and capacity</li> <li>Counting objects, actions and sounds</li> <li>Subitise</li> <li>Compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10</li> <li>Subitise (conceptually)</li> <li>Compare numbers</li> <li>Automatically recall numbers bonds for numbers 0-5 and some to 10.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can</li> <li>Continue, copy and create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond 10</li> <li>Select, Rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can</li> </ul>	<ul style="list-style-type: none"> <li>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</li> <li>Explore and represent patterns within numbers up to 10.</li> <li>Have a deep understanding of number to 10.</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>Compare quantities up to 10 in different contexts.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Select, Rotate and manipulate shapes to develop spatial reasoning skills</li> </ul>
<p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>Draw information from a simple map. Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Describe what you see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises some environments that are different from the one in which they live.</li> <li>Comment on images of familiar situations in the past.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories including figures from the past</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between things in the past and now.</li> <li>Explore the natural world around them, making observations and</li> </ul>	<ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Know some similarities and differences between the natural world around</li> </ul>

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					drawing pictures of animals and plants.	them and contrasting environments.
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Develop storylines in their pretend play.</li> <li>Sing a range of wellknown nursery rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Explore and engage in music making and dance, performing solo or in groups *Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>