

St Nicholas CE Primary Academy: EYFS Long Term Overview

Area of Learning	Term 1		Term 2	Term 3		Term 4	Term 5		Term 6
Possible Themes/Interests/Lines of Enquiry/Suggested texts	Theme: Let's Explore Rainbow Fish Family: My Family Autumn: Gruffalo, Leaf Man, The little Leaf, The Scarecrows wedding, Owl Babies		Theme: Marvellous Machines Autumn Bonfire Night/Christmas Stickman, Little Owl, The birthday Present, Healthy eating	Theme: Long ago Gingerbread Man The 3 Billy Goat's gruff, Goldilocks, 3 little pigs, Jack and the beanstalk, Little Red Riding Hood Chinese New Year		Theme: Ready, Steady, Grow Pancake Day/Easter Spring: Planting/Gardening The very Hungry caterpillar People who help us: My family Famers & shops Police, firefighters, vets & doctors, When I grow up The day the crayons quit	Theme: Animal Safari! Spring/Summer: Life cycles – butterfly Journey, stories from around the world, The snail and the Whale, Snow (Antarctic) -Lost and Found Rainforest – Brazil, Amazon Under the sea – oceans Mountains – Alps Island/ Pirates Snow Bears/Blue Penguin		Theme: Life's a beach Dinosaur world! Harry and the Bucketful of Dinosaurs- Non-fiction texts Fossils Volcanoes Life cycles - ducklings
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.		Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Listen to and talk about stories to build familiarity and understanding. 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. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in non-fiction books. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.		From the above texts, 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Learn new vocabulary through Focus activities 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		
Personal, Social and Emotional Development NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year. (PSHE Association)	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.			Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.			Think about the perspectives of others. Manage their own needs.		
	Families & Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental wellbeing	Growing & changing	Keeping safe
Physical Development PE Lessons – Teacher Led Lesson 1 PE Lessons – Teacher Led Lesson 2	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, crawling, walking, jumping, running, hopping, skipping, climbing.	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.		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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Awareness, movement patterns, locomotion skills, behavioural instruction (Me, Myself & I)		Music, coordination, balance, control & rhythm (Dance)	Awareness, movement patterns, locomotion skills, behavioural instruction (Fun and Games)		Manipulation Focus: Catching Aiming (Throwing & Catching)	Manipulation Focus: Gym, Rolling and Movement Patterns (Movement development)		Manipulation Focus: Ball Skills Sports Day Practise (Ball skills)
	Spatial awareness, travelling and a range of movements (Movement development)		Throwing & catching, playing in groups (Ball skills)	Playing in groups Take turns with others Run skilfully Negotiate a space (Working with others)		Exploring & copying basic rhythms Use bodies to respond to music, stories, and topic (Create your dance)	Show understanding of the need for safety when tackling new challenges adjust speed and direction to avoid obstacles (Fun & Games)		Play in groups, take turns with others, run skilfully and negotiate space (Working with others)
	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 and sport.. 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, tools for malleable materials, 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								
Literacy Comprehension	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.		Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).		Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books.	Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.		Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.

Word Reading / Phonics (Letters & Sounds Scheme) Writing Emergent Writing Composition Spelling Handwriting	Group reading daily with books in line with the Phonics skills taught to date.												
	School Reading Scheme – Children read on a regular basis with a member of staff to practise decoding and phonics skills taught to date and repeat the process at home to embed word reading, fluency and understanding.												
	Revisit Set 1 Read individual letters by saying the sounds for them. Hear sound discrimination and be able to hear oral blending		Group 1c Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.		Ditty Read some letter groups that each represent one sound and say sounds for them. Common exception words.		Red Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.		Green Spell words by identifying the sounds and then writing the sound with letter/s.		Green/ Purple 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.		
	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.		Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.		Use appropriate letters for initial sounds.		Build words using letter sounds in writing.		Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.		Show awareness of the different audience for writing.		
	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.		Orally compose a sentence and hold it in memory before attempting to write it.		Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.		Use talk to organise describe events and experiences. Begin to write a simple sentence with support.		Write a simple sentence with a full stop.		Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.		
	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.		Orally spell VC and CVC words by identifying the sounds. Write own name.		Spell to write VC and CVC words independently using Phase 2 graphemes		Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.		Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.		Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.		
Shows a dominant hand. Draws lines and circles.		Form letters from their name correctly. Recognise that after a word there is a space.		Write from left to right and top to bottom. Begin to form recognisable letters.		Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.		Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.		Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.			
Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)													
Mathematics (White Rose Scheme)	Baselines (3 weeks)	Just like Me!	It's Me 1 2 3!	Light & Dark	Alive in 5!	Growing 6 7 8	Building 9 & 10	Consolidation	To 20 and beyond	First then & now	Find my pattern	On the move	
Number		Match and sort Compare amounts	Representing 1 2 3 Comparing 1 2 3 Composition 1 2 3	Representing numbers to 5 One more & less	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6 7 & 8 Making pairs Combining 2 groups	9 & 10 Comparing numbers to 10 Bonds to 10	Consolidation	Building numbers beyond 10 Counting patterns beyond 10	Adding more Taking away	Doubling Sharing & grouping Even & Odd	Deepening Understanding Patterns & Relationships	
Measure, Shape and Spatial thinking		Number through stories/songs	Compare size, mass & capacity. Exploring pattern	Circles and triangles. Positional language.	Shapes with 4 sides. Time	Compare Mass (2) Compare capacity (2)	Length & Height Time	3D Shape Pattern (2)	Consolidation	Spatial Reasoning (1) Match, Rotate, Manipulate	Spatial Reasoning (2) Compose & decompose.	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (4) Mapping

Understanding the World *Talk about the lives of the people around them and their roles in society. *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.		Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Compare characters from stories including figures from the past.	Explore the natural world around them. Draw information from a simple map.	Understand that some places are special to members of their community. Expand cultural capital	Recognise some similarities and differences between life in this country and life in other countries.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Christian Events	Harvest Festival	Remembrance Christmas	Candlemas	Lent Mothering Sunday	Easter	Pentecost
	Christian Values	Family Creativity	Peace Generosity	Forgiveness Courage	Justice Hope	Love Perseverance	Responsibility Wisdom
		Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design		Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Early drawing skills Collage / fixing materials together	Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Exploring colour and printing	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely and confidently use a variety of tools.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop observational skills for drawing, noticing shapes and patterns.	Create collaboratively sharing ideas, resources, and skills. Construct with a purpose.	Watch and talk about dance and performance art, expressing their feelings and responses. Build on the previous learning, refining ideas and developing their ability to represent them.