

EYFS Long Term Overview 2021/2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Topics of Enquiry</b>	<b>COLOUR</b> <b>All About Me</b> (inc. self portraits) Elmer Rainbow Fish The Colour Monster <b>Festivals</b> Harvest	<b>COLOUR</b> Autumn Bonfire Night The Little Goose' Autumn <b>Kandinsky</b> (artist) <b>Miro</b> (artist) <b>Festivals</b> Guy Fawkes <b>Festivals</b> Diwali <b>Weather</b> (materials) <b>Festivals</b> Christmas	<b>CHANGES</b> <b>Growth</b> Me as a baby/now <b>Toys</b> then and now The Very Hungry Caterpillar <b>Festivals</b> Chinese New Year Life cycle of a Frog <b>Water cycle</b>	<b>CHANGES</b> Life cycle of a Chick <b>Weather</b> Spring ( <b>Materials</b> ) What <b>Plants</b> Need to Grow Jack and the Beanstalk <b>Van Gogh</b> Sunflowers (artist)	<b>ANIMALS</b> Farm Animals Farmer Duck Who's on the Farm? <b>Minibeasts</b> Brandon Marsh Visit	<b>ANIMALS</b> <b>Dinosaurs</b> Polar Animals <b>Jungle Animals</b> Handa's Surprise
<b>Communication and Language</b>  (Listening and attention, understanding and speaking)	Understand how to listen carefully and why listening is important. Engage in story times.  Listen attentively and respond to what they hear with relevant questions, comments and action when being read to and during whole class and small group interactions.	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Engage in story times.  Make comments about what they have heard and ask questions to clarify their understanding .  Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.	Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Describe events in some detail.  Use talk to help work out problems or organise thinking and activities, explaining how things work and why they might happen.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate.	Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use different vocabulary in new contexts.  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.
<b>Personal, Social, Emotional Development</b>	See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others, regulate behaviour accordingly.  Work and play cooperatively and take turns with others.	Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.	Show understand of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals.  Confident to try new activities.	Think about the perspective of others.  Manage their own needs.  Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	Show sensitivity to their own and others' needs.  Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge.	

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	<p>Give focused attention to what the teacher says.</p>	<p>Be confident to try new activities. Manage own basic hygiene and personal needs.</p> <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<p>Explain the reasons for rules. Manage own basic hygiene and personal needs.</p>	<p>Set and work towards simple goals.</p> <p>Confident to try new activities. Explain the reasons for rules. Manage own basic hygiene and personal needs.</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>	
<i>NB: These statements have been split for extra focus, but will all apply on an ongoing basis throughout the year</i>						
<b>Physical Development</b> <b>Gross motor skills, Fine motor skills</b>	<p>Further develop skills needed to manage the school day successfully: -lining up and queuing -mealtimes</p> <p>Develop fine motor skills – holding pencil correctly, knife, fork and spoon, scissors etc.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>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.</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Begin to show accuracy and care when drawing.</p>	
<p>Develop small motor skills so that they can use a range of tools competently, safely and competently.</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>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>Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.</p>						
<b>Literacy</b> <b>Comprehension, Word Reading and Writing</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate and understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>Begin to write recognisable letters.</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 correspondences.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Demonstrate and understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read common exception (tricky) words consistent with school's phonics programme.</p> <p>Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Anticipate – where appropriate – key events in stories.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p> <p>Re-read these books to build up their confidences in word reading, their fluency and their understanding and enjoyment.</p> <p>Read common exception (tricky) words consistent with school's phonics programme.</p>	<p>Form lower-case letters and some capital letters correctly.</p> <p>Read words consistent with phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrase and sentences that can be read by others.</p> <p>Demonstrate and understanding of what has been read by retelling stories and narratives using their own</p>	<p>Form lower-case letters and some capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read words consistent with phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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<b>PHONICS</b> <i>Jolly Phonics following the order of Letters and Sounds</i>	<b>PHASE 1/2</b>		Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.  Begin to write recognisable letters.	Demonstrate and understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.  Write recognisable letters, most of which are correctly formed.	Read words consistent with their phonic knowledge by sound-blending.  Spell words by identifying the sounds and then writing the sounds with letters.  Demonstrate and understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.	words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.	Write simple phrase and sentences that can be read by others.  Demonstrate and understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.
			<b>PHASE 2</b>	<b>PHASE 2/3</b>	<b>PHASE 3</b>	<b>PHASE 3</b>	
<b>Maths</b> <i>Following WHITE ROSE Scheme of Learning</i>	<b>NUMBERBLOCKS</b>	<b>NUMBERBLOCKS</b>	<b>NUMBERBLOCKS</b>	<b>NUMBERBLOCKS</b>	<b>NUMBERBLOCKS</b>	<b>NUMBERBLOCKS</b>	
	Getting to know you – Settling in, introducing provision, exploring, positional language.  Just like me! – Match and sort, compare amounts. Compare size, mass and capacity, exploring pattern.  It's me 1,2,3 – Representing 1,2 and 3, comparing 1,2, and 3, composition of 1, 2 and 3. Circles and triangles. Positional language.	It's me 1,2,3 - Representing 1,2 and 3, comparing 1,2, and 3, composition of 1, 2 and 3. Circles and triangles. Positional language.  Light and Dark – 4, 5. One more, one less. Squares and rectangles. Night and day.  Consolidation	Alive in 5 – Introducing 0, comparing numbers to 5, composition of 4 and 5. Compare mass, compare capacity.  Growing 6,7,8 – 6, 7, 8, making pairs, combining 2 groups. Length and height. Time.	Building 9 and 10 – 9, 10, comparing numbers to 10, bonds to 10. 3D shape, pattern.  Consolidation	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 and grouping, even and odd. Spatial reasoning, visualise and build.  On the Move – Deepening understanding of patterns and relationships. Spatial reasoning, mapping.	

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<b>Understanding the World</b> <i>Past and Present</i> <i>People, Culture and Communities</i> <i>The Natural World</i>	<p>Talk about members of their immediate family and community. Talk about the lives of the people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise that some people have different beliefs and celebrate special times in different ways.</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>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p>
<b>Wonderful Wellies</b>						
<b>Expressive Arts and Design</b>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Develop storylines in their pretend play.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing in a group or on their own, increasingly matching pitch and following melody.</p> <p><b>Introduction to structured cooking sessions.</b></p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing ability to represent them.</p> <p><b>Introduction to structured drawing sessions.</b></p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (FF)</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (FF)</p>
<b>Music</b>	<p><b>Songs to support basic numeracy and explore musical repetition.</b></p> <p><b>Nursery Rhymes Songs and activities to familiarise children with well-known traditional rhymes.</b></p> <p><b>Develop awareness of rhythm and rhyme in speech –</b></p>	<p><b>To talk about sounds made with our bodies and experiment with them.</b></p> <p><b>Clapping etc.</b></p> <p><b>Use instruments to accompany singing. Listen to celebration songs.</b></p>	<p><b>Following the 'Our World' Charanga Unit of work – Exploring minibeasts, seasons, weather and more through exploring instrument sounds and continuing to build a repertoire of songs.</b></p>	<p><b>Following the 'Our World' Charanga Unit of work – Exploring minibeasts, seasons, weather and more through exploring instrument sounds and continuing to build a repertoire of songs.</b></p>	<p><b>Continue to build song repertoire and learn new topic related songs – Farm</b></p> <p><b>Identifying the rhythm in words and using percussion instruments to explore – Use mini beast names to create the rhythmic patterns.</b></p>	<p><b>Exploring ways of making different sounds using percussion instruments and body – Dinosaurs</b></p> <p><b>Exploring different styles of music relating to our topic– Handa's Surprise</b></p>

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