

EYFS Long Term Overview 2021/22

FOCUS FOR TERM **ONGOING LEARNING FOCUS**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p> <p>Subject to change due to children's interests</p>	<p>ALL ABOUT ME</p> <p>All about me – photos Owl Babies, farmer duck, little red hen, Rosie's walk etc. Harvest Family Growing up – generations</p>	<p>SPACE</p> <p>Whatever Next Way Back Home Aliens Love Underpants Non-Fiction Space books Knowledge about Space travel, the universe, gravity changes,</p>	<p>TRADITIONAL TALES</p> <p>Chinese New Year Cinderella, 3 little pigs, Goldilocks, little red riding hood, Jack and the bean stalk, The Gingerbread man etc.</p>	<p>PEOPLE WHO HELP US AND WHERE WE LIVE</p> <p>Pancake Day Easter Lent Police, firefighters, nurses and doctors, teachers, ambulance etc. Planting/Gardening/Spring</p>	<p>GROWING AND MINI BEASTS</p> <p>Life cycles – Frogs/butterfly/plants etc Local Area Planting/Gardening</p>	<p>SUPERHEROS, TRANSPORT AND HOLIDAYS</p> <p>Summer holidays (past and present) Hot places Rockpools Mermaids Superheroes Vehicles- past +present</p>
<p>Communication and Language</p> <p>(Listening and attention, understanding and speaking)</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times.</p> <p>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.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>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 nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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.</p>	<p>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> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
	<p>Learn new vocabulary Use new vocabulary through the day</p>		<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs</p>		<p>Use new vocabulary in different contexts.</p>	
<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others Give focused attention to what the teacher says</p> <p>Self -Regulation Managing Self Building Relationships</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs.</p> <p>Self – Regulation Managing Self Building Relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</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>Self – Regulation Managing Self Building Relationships</p>	<p>Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</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>Self – Regulation Managing Self Building Relationships</p>	<p>Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge</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> <p>Self – Regulation Managing Self Building Relationships</p>	

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<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Core real PE - Jasmine Personal LO: I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help. Fundamental Movement Skill Focus: Coordination: Footwork Static Balance One Leg</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Core real PE - Jasmine Social LO: I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help Fundamental Movement Skill Focus: Dynamic Balance to Agility Jumping & Landing. Static Balance Seated</p>	<p>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.</p> <p>Develop fine motor skills</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Core real PE - Jasmine Cognitive LO: I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions Fundamental Movement Skill Focus: Dynamic Balance: On a line Static Balance: Stance</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>Gross Motor Skills Fine Motor Skills</p> <p>Core real PE – Jasmine Creative LO: I can explore and describe different movements. I can observe and copy others Fundamental Movement Skill Focus: Coordination: Ball skills Counterbalance: With a partner</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Core real PE – Jasmine Applying Physical LO: I can perform a single skill or movement with some control. I can perform a small range of skills and link the two movements together. Fundamental Movement Skill Focus: Coordination: Sending and receiving. Agility: Reaction/Response</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Core real PE - Jasmine Health & Fitness LO: I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise Fundamental Movement Skill Focus: Agility: Ball chasing Static: Floorwork</p>
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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. 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. 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

<p>Literacy Comprehension, word reading, Writing</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them 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 understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Demonstrate understanding of what has been read to them 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 understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them 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 understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</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 confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them 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 understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them 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 understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</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, including some common exception words.</p>	<p>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.</p> <p>Demonstrate understanding of what has been read to them 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 understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</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, including some common exception words.</p>
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Phonics	Phase 1 / 2	Phase 2	Phase 2/3	Phase 3	Phase 3 / 4	Phase 4
			<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or 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, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write simple phrases and sentences that can be read by others.</p>
Mathematics	<p>WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me!</p> <p>Matching. Sorting & Comparing Numbers 1, 2, 3,4,5 subitising Money Time Shape</p>	<p>WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark Consolidation</p> <p>Numbers 4, 5, ,6,7,8 Money Time Shape subitising Early doubling</p>	<p>WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10</p> <p>Numbers 5, 6, 7 ,8,9 Money Time Shape Early doubling subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation</p> <p>Numbers 7, 8, 9, 10 Halving Doubling Sharing Subitising Measurement</p>	<p>WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now</p> <p>Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS First then now Find my pattern Consolidation</p> <p>Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing subitising Measurement</p>
Understanding the World	<p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Know some similarities and differences between in the past and now.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Important changes and Seasons</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, 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>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, 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>The Natural World People, Culture and Communities Past and Present</p>	<p>Explore the natural world around them. Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture and Communities Past and Present</p>
Expressive Arts and Design	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials Being Imaginative</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creating with Materials Being Imaginative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Creating with Materials Being Imaginative</p>	<p>Create collaboratively sharing ideas, resources, and skills</p> <p>Creating with Materials Being Imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Creating with Materials Being Imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Creating with Materials Being Imaginative</p>

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<p>R.E</p>	<p>F1 - Which stories are special and why? Strand: Believing Questions in this thread: 1.4 What can we learn from sacred books? L2.2 Why is the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole bible? Religions and worldviews: Christianity and other faith traditions.</p>	<p>F2 - Which people are special and why? Strand: Beliefs Questions in this thread: L2.3 Why is Jesus inspiring to some people? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus? Religions and worldviews: This unit plan mainly focuses on Christianity and Sikhism.</p>	<p>F3 - Which places are special and why? Strand: Expressing Questions in this thread: 1.5 What makes some places sacred? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving? Religions and worldviews: This unit plan mainly focuses on Christians and Muslims.</p>	<p>F4 - Which times are special and why? Strand: Expressing Questions in this thread: 1.6 How and why do we celebrate special and sacred times? L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: This unit plan focuses on Christianity, Hinduism and Judaism.</p>	<p>F5 - Being special where do we belong? Strand: Living Questions in this thread: 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? Religions and worldviews: This unit plan focuses on Christianity, Hinduism and Islam.</p>	<p>F6 - What is special about our world? Strand: Living Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? 3.11 What difference does it make to believe in...? Religions and worldviews: This unit plan mainly focuses on Christianity, Islam and Judaism.</p>
<p>Music</p>	<p>Music Express Special People – Beat & Tempo Area of Learning: Personal, Social, Emotional Development Aspect of Learning: Building Relationships</p>	<p>Music Express Growth & Change – High & Low Area of Learning: Physical Development Aspect of Learning: Gross Motor Skills</p>	<p>Music Express Going Places – High & Low Area of Learning: Communication & Language Aspect of Learning: Listening, Attention & Understanding</p>	<p>Music Express Stories & Sounds – Structure Area of Learning: Literacy Aspect of Learning: Word Reading</p>	<p>Music Express Moving Patterns – Structure Area of Learning: Mathematics Aspect of Learning: Number</p>	<p>Music Express Working World – Texture Area of Learning: Understanding the World Aspect of Learning: People, Culture Communities</p>
<p>Computing</p>	<p>Switch on Computing Ourselves 1: We have confidence 2: We can take turns 3: We are successful 9: We can Listen</p>	<p>Switch on Computing Festivals 14: We can email 10: We can understand instructions 6: We are DJs 4: We have feelings</p>	<p>Switch on Computing Traditional Tales 13: We are digital readers 12: We are talkers 24: We are film producers 23: We can record soundtracks</p>	<p>Switch on Computing Animals 18: We are shape makers 7: We can exercise 8: We are healthy 21: We are games players</p>	<p>Switch on Computing Spring & Growth 15 We can blog 20 We can observe 8 We are healthy 19 We are community members</p>	<p>Switched on Computing Summer & Transport 11: We can understand 17: We are designers 16: We can count 5: We can drive</p>