

Great Linford Primary School

EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Knowing me, knowing you	Night and Day	Turrets and tiaras	Helping hands	In the garden	Roaming in the rainforest
Possible Themes/Interests/Lines of Enquiry	Autumn Halloween Family Titch Growing up	Autumn Halloween Bonfire Night Christmas/Father Christmas story Christmas around the world Owl visit Seasons	Winter Chinese New Year Royal family Seasons	Pancake Day Easter Spring NHS People who help us Firemen visit	Life cycles – Frog/butterfly/plant Local Area Planting/Gardening Jack and the beanstalk	Rainforest animals Saving the environment Protecting endangered animals
Key questions	Are we all the same? What makes me special and why? Who are my family members? What is important to me and why? How can I get to know the other children in my class?	What activities do you complete at night/in the day? Which animals come out at night? What is nocturnal? How do owls survive? Which animals are prey?	What is it like to live in a castle? How are castles protected from enemies? How are castles built? Why do royals wear crowns?	Who do you call in an emergency? How do you get help when you need it? What can the police help you with? What can the fire service help you with? Who gives help in the community?	What does a plant need to grow? Can you label the parts of a plant? What is the difference between fruit and vegetables? What is the lifecycle of a plant? How can we protect our environment? What do plants do for the environment and how can we help?	Why is the rainforest at risk? What is deforestation? What are the layers within a rainforest? What animals live there? What food can you find there? Where are the rainforests in the world?
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary Use new vocabulary through the day	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 carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	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. Use new vocabulary in different contexts	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. Use new vocabulary in different contexts	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.	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.
Personal, Social and Emotional Development	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.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	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.
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						
Literacy	Read individual letters by saying the sounds for them. T4W: titch	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. T4W: The enormous turnip	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. T4W: the rainbow princess	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. T4W: supertato	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. T4W: the very hungry caterpillar, the sleepy cat	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. T4W: the tiger who came for tea, monkey puzzle
Phonics	Phase 1 and start set 1 RWI	Set 1 RWI	Set 1 RWI	Set 2 RWI	Set 2 RWI	Set 2 RWI
Mathematics	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Pattern	Representing, comparing and composition of 1,2,3 Formation of 1,2,3 Circles and triangles AB/ABC patterns	Zero Comparing numbers to 5 Composition of numbers to 5 Numerals to 5 Ordering numbers to 5	Numbers 6,7,8 (representing, comparing, composition, formation) Hexagon Pairs/Doubles Combining two groups	Number patterns to 20 Counting beyond 10 Subitising beyond 10 Matching, sorting and comparing beyond 10	Adding more/Taking away Number bonds to 10 Spatial reasoning Doubling, sharing and grouping Odd and even patterns

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		Positional language Representing, comparing and composition of 4,5 Formation of 4,5 One more, one less Shapes with 4 sides Time- night and day	Comparing mass Comparing capacity	Time Length and Height Comparing numbers to 10 Number bonds to 10 3D shape Pattern	Composition of numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 3D shape Pattern- AABB, BBA	Spatial reasoning Problem solving
Understanding the World	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. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	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.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	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.					