



EYFS Long Term Overview – Reception

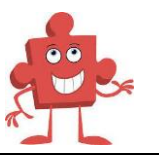
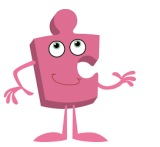


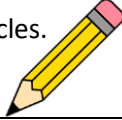
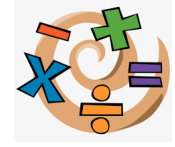
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Question	I wonder what makes me marvellous? 	I wonder what people celebrate?	I wonder what's out there? 	I wonder how things change over time?	I wonder who helps us? 	I wonder where to go next?
Termly coverage <i>*Main Themes – But not limited to and may change or be replaced depending on children's interests.</i>	<u>Who am I?</u> Body parts Self portraits Similarities and differences <u>Where do I live?</u> Different types of homes School/local environment	<u>What is a celebration?</u> RE links <u>How do people celebrate?</u> Traditions Food Clothing Decorations 	<u>What's in space?</u> Astronauts Planets Travel to space <u>Where are the cold countries?</u> Arctic life Arctic animals <u>Where are the hot countries?</u> Deserts Comparisons between countries	<u>What grows?</u> Life cycles Plants <u>What changes?</u> Changes in transport over time 	<u>What jobs do they do?</u> Focus on Police Focus on Fire Recap other jobs alongside <u>How do they help us?</u> What transport do they use? What uniform do they wear? What equipment do they use? What do they do?	<u>Where is the seaside?</u> Costal features Seaside past and present <u>Where is my next class?</u> New teacher/classroom New playground Additional transition info as needed.
Seasonal themes	Autumn Harvest 	Anti-Bullying Children in Need Halloween Remembrance Day Bonfire night Diwali	Winter Chinese New Year St Valentine's Day	Spring Mothering Sunday St Patrick's Day Pancake day	Summer St Georges day	Sports Day Fathers day 
Experiences	Autumn walks Forest School	Sparklers Henna Christmas Santa trip Walk to post a letter Christmas craft parent session Nativity performance	Chinese dragon Valentines craft parent session 	Pancake making Easter Egg hunt Mothers' day crafts Church visit Grandparents visit	Community walk to make a purchase Life bus Fire service visit Police visit	End of year trip Seaside experience day
Focus fiction text – Literacy based on T4W	Goldilocks and the 3 bears. 	The Gingerbread man We're going on a sleigh ride	Lost and found Handa's Surprise	The Very Hungry Caterpillar Jack and the Beanstalk (loose story recall as main focus is instructional text growing a bean)		Lighthouse Keeper's Lunch. 
Non Fiction focus - Literacy based on T4W		Instructional text – How to deliver the presents	Non chronological report - Penguins 	Instructional text – How to grow a bean	Recount – Our community walk Non chronological report – Police Officer 	Recount – Our seaside visit (Seaside focus day recreated in school)



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Nursery Rhymes	Polly put the kettle on Dingle Dangle scarecrow Little bo peep Hey diddle diddle Little Peter rabbit 	3 blind mice Ring o roses Simple Simon Jack and Jill	London bridge is falling down Pussycat pussycat Grand old duke of York 1 elephant 1,2 buckle my shoe	5 little speckled frogs Hot cross buns Ladybird ladybird Mary Mary Ants go marching 	Doctor Foster Sing a song of sixpence Do you know the muffin man Goosey Goosey Gander	Little Jack Horner 10 green bottles 10 in a bed Alice the camel Oranges and lemons
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.	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. 	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.	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.	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 	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Oracy	Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs. Consistently use sentence stems as outlined in the School’s Oracy progression.					
Personal, Social and Emotional Development	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Express their feelings and consider the feelings of others. Manage their own needs. - Personal hygiene Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. 	Think about the perspectives of others. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.	Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Develop their sense of responsibility and membership of a community. Build constructive and respectful relationships. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge.
Jigsaw scheme	<u>Being me in my world</u> Look at similarities and differences between me and my friends. Start to recognise and manage my feelings. Work with friends and consider their feelings Why it is good to be friends and use kind hands. Understand we all have the right to learn and play Learning what responsible means.	<u>Celebrating difference</u> Identify what I’m good at and that everyone is good at different things. Know that being different makes us all special. Know that we have some similarities. Talk about why my home is special to me. Talk about how to be a kind friend. Know what to say when someone is unkind.	<u>Dreams and goals</u> Persevering and tackling challenge. Talk about when I didn’t give up and achieved my goal. Set goals and work towards them. Use kind words to encourage people. Linking learning now and jobs I might like to do in the future. Talk about how I feel when I achieve a goal and know what it means to feel proud. 	<u>Healthy me</u> Understand I need to exercise to keep my body healthy. Healthy and unhealthy food and make healthy choices. Know what healthy means. Understand that sleep is good for me. Understand the importance of hand washing. Stranger danger.	<u>My family and me!</u> How I help my family. How to make friends and solve problems. Begin to understand the impact of unkind words. Begin to calm myself down. How to be a good friend 	<u>Changing me</u> Name parts of the body. Name some things I can do to be healthy. Understand we grow from babies to adults. Express how I feel about moving to Year 1, my worries and things I am looking forward to. Share my memories of reception.

Physical Development Fine motor skills	Holds tools to make marks Use a paintbrush to make marks Explore scissors to make cuts To develop shoulder and elbow muscles to support early mark making Able to draw lines and circles. 	Develop wrist and finger muscles to support early mark making. Turns pages in a book Explore writing tools Can copy a cross, square and triangle shape. Hold a pencil with a comfortable tripod grip	Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Can form most letters correctly. Use a comfortable grip with good control when holding pens and pencils. 	Can confidently use a knife and fork. To cut with precision. To consistently use a tripod grip when writing. 	Develop the foundations of a handwriting style which is fast, accurate and efficient. To use scissors with control and confidence.
	Gross motor skills Listen and follow simple instructions Begin to negotiate space	Explore different ways of moving including hopping, skipping, jumping and marching.	Develop ball skills including rolling, throwing, catching, passing and aiming. 	Develop confidence and accuracy when participating in ball games. Develop ball skills including kicking and batting.	Combine different movements and rolls when travelling to become more fluent. Develop overall body strength, balance and coordination and agility. Begin to explore small apparatus.	Develop overall body strength, balance and coordination and agility. Use small and large apparatus gaining confidence in balance and climbing.
Literacy Phonics Little Wandle	Phase 1 and 2	Phase 2 	Phase 3	Phase 3 	Phase 3	Phase 4
	Tricky words Is I the 	As his she Put her he Pull go of Full no we And to me Has into be	Was all You are They sure My pure by	Consolidation of tricky words taught so far.	Said love there So do when Have were what Like here one Some little out Come says today	Consolidation of tricky words taught so far. 
Mathematics Power maths Scheme See Power maths planning	Baseline <u>Unit 1</u> Numbers to 5 <u>Unit 2</u> Comparing groups within 5 <u>Unit 3</u> Shape	<u>Unit 4</u> Change within 5 <u>Unit 5</u> Number bonds within 5 <u>Unit 6</u> space	<u>Unit 7</u> Numbers to 10 <u>Unit 8</u> Comparing numbers to 10 <u>Unit 9</u> Addition to 10 	<u>Unit 10</u> Measure <u>Unit 11</u> Number bonds to 10 <u>Unit 12</u> Subtraction <u>Unit 13</u> Exploring patterns	<u>Unit 14</u> Counting on and counting back <u>Unit 15</u> Numbers to 20 <u>Unit 16</u> Numerical patterns 	<u>Unit 17</u> Shape <u>Unit 18</u> Measure <u>Unit 19</u> Sorting <u>Unit 20</u> Time
Understanding the World overview	Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live. 	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Talk about members of their immediate family and community. Recognise some similarities and differences between life in this country and life in other countries.	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.



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UTW - History linked aspects		<i>Figures of the past – St Nicholas.</i> Who is he and how is he remembered? 		<i>Past and present</i> Growing linked to family tree Transport	<i>Figures from the past – Florence Nightingale</i> Who is she and how is she remembered?	<i>Seaside traditions</i> <i>Figures from the past - Grace Darling</i> Who is she and how is she remembered? 
UTW - Science linked aspects	Seasonal change through Forest School sessions over the year. Autumn and the changing trees. Habitats  Milkshake – solid to liquid	Seasonal change through Forest School sessions over the year. Hibernation and nocturnal animals. Changing state chocolate – solid to liquid and reverse. Chocolate apples– solid to liquid and reversed	Seasonal change through Forest School sessions over the year. Winter with a focus on ice the weather. Changing state water - Liquid to ice and reverse.  Ice – liquid to solid and reversed	Seasonal change through Forest School sessions over the year. Spring and the changing trees. Life cycle of a butterfly. Live caterpillars in class. Planting beanstalks. Plant flowers outside in the growing area.	Seasonal change through Forest School sessions over the year. Summer and the changing trees. Refuse – materials 	Seasonal change through Forest School sessions over the year. Forces- kites/ wind.
UTW - Geography linked aspects	Recognise the environment they live in. Where do people live? Compare different houses and homes		Recognise some environments that are different to the one in which they live. Compare life in Antarctica to life in Africa (Link to Handa's Surprise).		Community walk- maps. Draw information from a simple map. What is a map? Why do we use a map? 	Seaside- Introduce key vocab eg. sea, sand, cliff, lighthouse. What are differences in ways of life between countries? What are similarities in ways of life between countries?
RE Links Agreed syllabus	Know and understand that beliefs matter to people Concept: God. Friends unit 1 Beginnings unit 3 Special people unit 5	Know and understand that people believe and live differently. Friends unit 1 Special people unit 5 Being responsible Unit 6 Know stories from different religious and cultural backgrounds. Special books unit 2	Know some stories from different religious and cultural backgrounds. Special books unit 2 Recognise some religious symbols, objects and religious vocabulary and use them correctly. Special people unit 5 Friends unit 1 Special books unit 2	Explore features of celebrations, festivals and special times Beginnings unit 3 Special books unit 2 Explore features of special places Friends unit 1	Have an understanding of right and wrong and how to treat others/show respect. Being responsible unit 6 Special people unit 5 Ask questions about things that puzzle them in life and stories. Plants and animals unit 4 Beginnings unit 3 Special books unit 2	Identify and notice what is important or concerns them in religious stories, artefacts or people they encounter. Friends unit 1 Special books unit 2 Special people unit 5 Explore how they feel about themselves and the religious stories, artefacts, people or ideas they encounter. Friends unit 1 Special books unit 2 Special people unit 5
Festivals/ celebrations	Harvest	Diwali Advent/Christmas		Easter Eid Church visit		



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Expressive Arts and Design	Explore colour mixing.	Listen attentively, move to and talk about music, expressing their feelings and responses. 	Create collaboratively, sharing ideas-	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art, expressing their feelings and responses. 	Explore and engage in music making and dance, performing solo or in groups.
Art linked aspects	Detailed focused drawing- facial features, neck, adding detail to the body etc. Choosing correct colours. Sculpture – playdough portraits with loose parts.	Colour mixing – explore using a range of colours.	Use playdough to understand that you can mould it into different shapes and use tool to create effects.	Begin to name tools. Begin to use clay to make representations of familiar objects and those they create themselves. Sculpture – Salt dough butterflies.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. George Seurat - Pointillism	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sculpture – Clay lighthouse
DT linked aspects	<u>Cutting/ sticking.</u> Pupils will be taught to use scissors and glue sticks to cut and stick different materials together. 	<u>PVA glue/sellotape</u> Pupils will be taught how to join things together using PVA wet glue and sellotape/masking tape, using a tape dispenser safety too.	<u>Masking tape</u> Pupils will be taught the difference between sellotape and masking tape and the different uses. 	<u>Hole punches/treasury tags/string</u> Pupils will be taught how to connect materials together using hole punches and appropriate resources to thread and connect.	<u>Paper fasteners</u> Pupils will be taught how to safely use paper fasteners to connect materials together.	<u>Revisit and revise</u> Pupils will have the opportunity to self-select the resource they feel is most suited to their project and be encouraged to evaluate and adapt if needed. 
Cooking	Milkshake	Gingerbread men	Fruit kebabs	Pancakes	Bagel pizzas	Ice cream sundaes
Music linked aspects	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes
ICT linked aspects	*Although ICT is no longer part out our EYFS curriculum, we will still be ensuring access to ICT related equipment and teaching basic skills. Throughout the year the children will also have experiences using ICT equipment: Beebots, remote controlled toys, iPads, laptops, large IWB screens, microphones and talking tins. This list is not exclusive.					