









EYFS Long Term Overview (Year A) – Reception

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, Playing with what they know, Being willing to ‘have a go’
Active learning – Motivation: Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, Making links, Choosing ways to do things

Joy
Truth
Love
Courage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous me and my family! 	Let's celebrate! 	Helping Hands 	All creatures great and small! 	What's outside? 	On the move! 
The Big Question	Are all families the same?	Do we all take part in the same celebrations?	Who can I ask to help me?	Do all animals have four legs?	What is Park Street like?	Does all transport take us on holiday?
Launch Day	<u>This is special to me!</u> Bring your favourite toy or book to school to show	<u>You are invited!</u> EYFS Party Come to school dressed in your party clothes.	<u>Who will you be?</u> Come to school dressed up as a person who helps others e.g. firefighter, crossing patrol officer.	<u>What is it?</u> Visit by a pet or small animal.	<u>We are going on a bear hunt!</u> A walk in the local area	<u>Our transport</u> Bring your scooters or bicycle to school day
Enrichment	Meeting new friends and families at school picnic	Class visit to church at Christmas	Visit from a doctor, firefighter, police officer and dentist.	Hatching butterflies and chicks	Picnic in the local area	A class journey on a train or bus
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	We will be learning to... Recognise that we are an important person in our EYFS class. Be a good friend to others and know what that means and involves. Use our class 'Feelings Bears' to talk about how we and others are feeling. Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Recognise that we are an important person in our EYFS class and school. Be a good friend to others and know what that means and involves. Use our class 'Feelings Bears' to talk about how we are feeling and what we can do when we are feeling like blue, yellow or red bear. Manage our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Consider and talk about how others may be feeling or what they might be thinking during different activities.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment..
Physical Development Gross Motor Skills Fine Motor Skills	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity.	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS garden and during PE sessions.	We will be learning to... Talk about different ways of being mentally and physically healthy such as food choices, exercise, sleep and tooth brushing.	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS garden.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS garden.

		Developing our ability to control a ball with our hands.		confidence, control and fluency.		
<p>Throughout the year we will...</p> <p>Take part in 'Busy Fingers' activities so that we can use a range of tools with care, control and confidence.</p> <p>Develop our tripod grip when using a pencil or pen.</p> <p>Hold and use scissors with increasing confidence and control.</p> <p>Engage in a range of 'Busy Body' activities to develop our core and overall body strength, balance and coordination.</p>						
<p>Communication and Language</p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>We will be learning to...</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check we understand what has been said to us.</p> <p>Say "Good morning", and other social phrases, to friends and adults.</p> <p>Take part in whole class and small group story times.</p>	<p>We will be learning to...</p> <p>Connect one idea to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>We will be learning to...</p> <p>Use new vocabulary in different activities and areas of learning.</p> <p>Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about animals, learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about plants, learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about transport, learning and using new vocabulary from them.</p>
<p>Throughout the year we will...</p> <p>Learn new vocabulary and use it throughout the school day.</p> <p>Express our ideas and thoughts in well-formed sentences.</p> <p>Listen to, talk about and retell stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>						
<p>Literacy</p>	<p>Key texts</p> <p>Owl Babies by Martin Waddell</p> <p>Super Duper Me by Sophie Henn</p> <p>Full, full full of Love by Trish Cook</p>	<p>Key texts</p> <p>Rama and Sita: The story of Diwali by Michael Doyle</p> <p>The Nativity by DK</p>	<p>Key texts</p> <p>Supertato by Sue Hendra</p> <p>My Mum is a superhero by Angela McAllister</p> <p>My Dad is a superhero by Timothy Knapman</p> <p>Busy People series by Lucy M George.</p>	<p>Key texts</p> <p>Rosie's Walk by Pat Hutchins</p> <p>What the Ladybird heard by Julia Donaldson</p> <p>The Very Hungry Caterpillar by Eric Carle.</p>	<p>Key texts</p> <p>Oliver's Vegetables by Vivian French</p> <p>The Tiny Seed by Eric Carle</p> <p>Tree., Seasons come, Seasons go by Patricia Hegarty.</p>	<p>Key texts</p> <p>The Train Ride by June Crebbin</p> <p>Naughty Bus by Jan Oke</p> <p>Coming to England by Floella Benjamin</p>

Comprehension Word Reading Writing	We will be learning to... Read individual letters and say the sound for them Blend sounds into words, so that we can read short words made up of known letter– sound correspondences. Form lower-case and capital letters correctly.	We will be learning to... Read individual letters by saying the sounds for them. Blend sounds into words, so that we can read short words made up of known letter– sound correspondences. Read a few common exception words. Read simple phrases and sentences made up of words with known letter– sound correspondences and a few exception words. Form lower-case and capital letters correctly.	We will be learning to... Blend sounds into words, so that we can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Spell words by segmenting and blending the sounds and then writing the sound with letter/s.	We will be learning to... Blend sounds into words, so that we can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what we have written to check that it makes sense.	We will be learning to... Blend sounds into words, so that we can read short words made up of known letter– sound correspondences. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what we have written to check that it makes sense.	We will be learning to... Blend sounds into words, so that we can read short words made up of known letter– sound correspondences. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what we have written to check that it makes sense.
	Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
Phonics	Consolidate Phase 1 <u>Phase 2</u> Week 1: Set 1: s a t p Week 2: Set 2: i n m d Week 3: Set 3: g o c k Week 4: Set 4: ck e u r Week 5: Consolidate Sets 1-4	Consolidate Phase 1 <u>Phase 2</u> Week 1: Set 5: h b f Week 2: Set 5: ff l ll ss Phase 3 Week 3: Set 6: j v w x Week 4: Set 7: y z zz qu Week 5: Consolidate Sets 5-7	Consolidate Phase 2 <u>Phase 3</u> Week 1: Consonant digraphs ch sh Week 2: Consonant digraphs th ng Week 3: ai, ee, igh Week 4: oa,oo,ar Week 5: or,ur,ow Week 6: oi,ear,air	Consolidate Phase 2 <u>Phase 3</u> Week 1 ure,er Week 2 -6 Consolidation of all Phase 3 graphemes and phonemes.	Consolidate Phase 2 and Phase 3 <u>Phase 4 –</u> Read and spell words with adjacent consonants e.g. trap, string, milk.	Consolidate Phase 2 and Phase 3 <u>Phase 4 –</u> read and spell words with adjacent consonants e.g. trap, string, milk.
Mathematics	<u>HfL Reception Essential Maths</u> <u>Learning Sequence 1</u> Subitising (including equivalence, more and less) <u>Learning Sequence 2</u> Counting Skills (stable order and one to one correspondence)	<u>HfL Reception Essential Maths</u> <u>Learning Sequence 3</u> Comparison – Measures <u>Learning Sequence 4</u> Pattern Recognition <u>Learning Sequence 5</u> Classification	<u>HfL Reception Essential Maths</u> <u>Learning Sequence 6</u> Counting the Sort (including cardinality) <u>Learning Sequence 7</u> Using counting to compare <u>Learning Sequence 8</u> Spatial Thinking	<u>HfL Reception Essential Maths</u> <u>Learning Sequence 9</u> Magnitude – Ordering and Estimating <u>Learning Sequence 10</u> Regrouping the whole <u>Learning Sequence 11</u> Regrouping parts to find the total (the whole)	<u>HfL Reception Essential Maths</u> <u>Learning Sequence 12</u> Finding the Whole and Missing Parts <u>Learning Sequence 13</u> Ten and some more <u>Learning Sequence 14</u> Doubling and Halving	<u>HfL Reception Essential Maths</u> <u>Learning Sequence 15</u> Odd and Even <u>Learning Sequence 16</u> Counting beyond twenty

<p>Number</p> <p>Numerical Patterns</p>	<p>We will be learning to...</p> <p>Count objects, actions and sounds accurately and with confidence.</p> <p>Subitise. numbers 1-6</p>	<p>We will be learning to...</p> <p>Use talk to compare length, weight and capacity of different items.</p> <p>Continue, copy and create repeating patterns using colours, shapes and everyday objects.</p> <p>Name different 2D shapes, recognise and find similarities and differences between them.</p>	<p>We will be learning to...</p> <p>Count objects, actions and sounds accurately and with confidence.</p> <p>Subitise numbers 1-6</p> <p>Match the correct numeral to a set of objects up to 10 and beyond.</p> <p>Explore number bonds for numbers 0–5 and some to 10.</p>	<p>We will be learning to...</p> <p>Find a number that is 'one more than/one less than' a given number.</p> <p>Explore the composition of numbers to 10.</p> <p>Recall number bonds for numbers 0–5 and some to 10.</p> <p>Subitise numbers.</p>	<p>We will be learning to...</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>We will be learning to...</p> <p>Count objects beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Recall number bonds for numbers 0–5 and some to 10.</p>
<p>Understanding the World</p>	<p>Our History questions How have I changed? Who is in my family? What was it like when my grandparent as a child?</p> <p>Our Geography question Who lives with me?</p> <p>Our Science question What are my senses?</p>	<p>Our History questions How have birthdays changed? What was Christmas like a long time ago?</p> <p>Our Geography question How do other people celebrate?</p> <p>Our Science questions How does it work? What is it changing?</p>	<p>Our History question Were there doctors and nurses a long time ago?</p> <p>Our Geography question What jobs do people have in my community?</p> <p>Our Science question Who helps me to keep my body healthy?</p>	<p>Our Geography question Where do animals live?</p> <p>Our Science question How do animals grow and change?</p>	<p>Our History question How has my school changed?</p> <p>Our Geography question What is it like at school?</p> <p>Our Science question What is the weather like today?</p>	<p>Our History question How have vehicles changed?</p> <p>Our Geography question Where did you go on holiday?</p> <p>Our Science question How do toy vehicles work? What is happening to my ice lolly?</p>
<p>Past and Present</p> <p>People, Culture and Communities</p> <p>Natural World</p>	<p>We will be learning to...</p> <p>Talk about the different people in our own family.</p> <p>Talk about the lives of people around us.</p> <p>Understand that some places are special to members of our community including the church.</p>	<p>We will be learning to...</p> <p>Know that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about images of familiar situations in the past including birthdays and Christmas.</p> <p>Know about famous people from the past including Guy Fawkes at 'Bonfire Night' and Mary Seacole during 'Black History Month'.</p> <p>Talk about how celebrations, such as birthdays and Christmas, might be celebrated in this country and in other countries.</p>	<p>We will be learning to...</p> <p>Talk about images of familiar situations in the past such as firefighting and nursing.</p> <p>Compare and contrast characters from stories, including figures from the past such as Florence Nightingale and Mary Seacole.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>We will be learning to...</p> <p>Recognise different places in the world that some animals live in including 'hot' and 'cold' environments and talk about how they are different to where we live.</p> <p>Explore how Easter is celebrated by different people in this country and in other countries.</p> <p>Understand that some places are special to members of our community.</p>	<p>We will be learning to...</p> <p>Talk about images of familiar places in the local area from the past.</p> <p>Know how Park Street is similar and different to a village in another country.</p> <p>Locate familiar places on a simple map of the school.</p> <p>Locate familiar places on a simple map of Park Street.</p>	<p>We will be learning to...</p> <p>Compare and contrast characters from stories, including figures from the past linked to our theme.</p> <p>Talk about seaside environments in this country and how they are different to where we live.</p> <p>Draw information from a simple map of a seaside environment.</p>

		Understand that some places are special to members of our community including the church at Christmas.				
<p>Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around us.</p>						
<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Art question What will I need to paint a self-portrait?</p> <p>DT question How will I make a harvest time healthy snack?</p>	<p>Art question How will I print my own celebration wrapping paper?</p> <p>DT question What do I need to create a Christmas decoration?</p>	<p>Art question How will I create a superhero cityscape?</p> <p>DT question How will I create a model of an emergency vehicle?</p>	<p>Art question Which artists have painted pictures of animals?</p> <p>DT question How will I create a 'hatching' animal?</p>	<p>Art question How can I use what I find in the garden to create a picture?</p> <p>DT question How will I build a den in the EYFS garden?</p>	<p>Art question Which artists have painted pictures of the seaside?</p> <p>DT question How will I make a fruit smoothie ice lolly?</p>
	<p>We will be learning to...</p> <p>Develop storylines in our pretend play.</p> <p>Sing in a group or on our own, increasingly matching the pitch and following the melody.</p> <p>Explore, use and refine a variety of artistic effects to express our ideas and feelings.</p>	<p>We will be learning to...</p> <p>Sing in a group or on our own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing our feelings and responses.</p> <p>Return to and build on our previous learning, refining ideas and developing our ability to represent them.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>We will be learning to...</p> <p>Explore, use and refine a variety of artistic effects to express our ideas and feelings.</p> <p>Return to and build on our previous learning, refining ideas and developing our ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing our feelings and responses.</p>	<p>We will be learning to...</p> <p>Sing in a group or on our own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing our feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>We will be learning to...</p> <p>Explore, use and refine a variety of artistic effects to express our ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing our ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>We will be learning to...</p> <p>Return to and build on our previous learning, refining ideas and developing our ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing our feelings and responses.</p>
	<p>Throughout the year we will...</p> <p>Develop storylines in their pretend play.</p>					
Music	Charanga unit- Me!	Charanga unit- My Stories	Charanga unit- Everyone!	Charanga unit- Our World	Charanga unit- Big Bear Funk	Charanga unit- Reflect, Rewind and Replay
Religious Education	<p><u>Understanding Christianity - Creation:</u> Why is the word God so important to Christians?</p>	<p><u>How and why do we celebrate special times?</u> Explore how people prepare for and celebrate a joyous occasion. Explore Diwali and compare with</p>	<p><u>How and why do we celebrate special times?</u> Explore how people prepare for and celebrate a joyous occasion. Explore the Spring festival of Holi.</p>	<p><u>Understanding Christianity - Salvation:</u> Why do Christians put a cross in a garden at Easter?</p>	<p><u>Why is it important to experience times of quiet?</u> Exploring sacred spaces, simple prayers and time to reflect in Christianity</p>	<p><u>How do we know what is right and wrong?</u> Explore which Hindu stories help us to understand what is right, wrong or fair.</p>

		other peoples' joyous times. <u>Understanding Christianity – Incarnation:</u> Why do Christians perform nativity plays at Christmas?			and compare with those in Hinduism.	
Relationships and Health Education	Me and my Relationships	Valuing Difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
PE	Locomotion – Walking	Ball Skills- Hands	Gymnastics- High, Low, Under. Over	Dance- Nursery Rhymes	Ball Skills- Feet	Attack v Defence – Games for Undersatnding
Safeguarding links	Classroom rules. EYFS garden boundaries and rules (expectations when working outside)	Firework Safety Road Safety Week Anti-Bullying Week	Keeping Safe – NSPCC Pants E Safety	Keeping ourselves safe when feeding and looking after animals including hand washing.	Road Safety Railway Safety Water Safety	Road Safety Water Safety Sun safety.