

EYFS Long Term Overview (Year B) – Nursery







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

Flourish
and
‘Let your light shine
before others’
Matthew 5:16



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	There is only one me!! 	Sparkle and shine! 	Superheroes! 	Paws. Jaws and Claws! 	Once upon a time! 	Go Getters! 
The Big Question	How am I special?	How do people celebrate special times?	Who is a real life superhero?	Where do different animals live?	What makes a good story?	What can we see and hear at the seaside?
Launch Day	<u>This is special to me!</u> Bring your favourite teddy to school to show.	<u>You are invited!</u> EYFS Celebration 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	<u>What is it?</u> A special visit from a pet or small animal.	<u>The Gingerbread man has run away!</u> Following a gingerbread man trail in the local area.	<u>Beach Day</u> Seaside activities and treats in the EYFS garden
Enrichment	Meeting new friends and families at the EYFS teddy bears picnic	A visit to St Albans Cathedral	A visit from a dentist.	A visit to the zoo	Making and baking a gingerbread person	A trip to the seaside
Personal, Social and Emotional Development	We will be learning to... Play with growing confidence on our own and with friends.		We will be learning to... Talk about how we are feeling using our classroom ‘Feelings Bears’.		We will be learning to... Talk about the different feelings I have and think about how friends might be feeling too.	
Self-regulation	Choose activities, take turns and share resources with friends.		Be confident when working with visitors to the EYFS unit including firefighters and dentists.		Find ways of solving problems when things do not turn out the way I expect them to.	
Managing Self	Follow the routines and rules of the EYFS unit and know why they are important.		Work with our friends to develop play ideas.		Be confident when visiting new places and meeting new people.	
Building Relationship	We will be learning to... Move with confidence and control around the EYFS garden, including up, on and over the large apparatus.		We will be learning to... Create our own games using a range of resources in the EYFS garden.		We will be learning to... Choose the appropriate resources to carry out our own ideas and plan.	
Physical Development	Hop and balance on one leg during different activities in the EYFS garden as well as in PE.		Copy and then create our own sequences of simple movements.		Know how to make healthy choices about food, drink, activity and tooth brushing.	
Gross Motor Skills	Use large movements to make marks in a range of activities.		Work with friends to move large loose parts and other equipment around the EYFS garden.			
Fine Motor Skills	Use our dominant hand when mark making and using scissors.		Know how to brush our teeth correctly and make healthy choices about food and drink.			
	Throughout the year we will... Developing our ability to ride on scooters, trikes and bikes with control and confidence in the EYFS garden. Learning how to put our shoes, wellies and coats on, including doing up zips.					

	<p>Growing independence when using the toilets as well as washing and drying our hands.</p> <p>Using one-handed tools and equipment including scissors with increasing care and control.</p> <p>Developing a tripod grip when hold mark making tools, inside the classroom and outside in the EYFS garden.</p>					
<p>Communication and Language</p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>We will be learning to...</p> <p>Listen and be attentive in small group and whole class activities.</p> <p>Respond to a question or instruction with at least two parts.</p> <p>Start and continue a 'back and forth' conversation with a friend or familiar adult.</p>		<p>We will be learning to...</p> <p>Respond to simple 'who', 'what' and 'where' and 'why' questions.</p> <p>Use talk to organise our ideas when playing with friends.</p> <p>Listen to longer stories and use talk to remember key events within it.</p>		<p>We will be learning to...</p> <p>Recall and sing familiar songs.</p> <p>Talk about familiar texts and tell a long story.</p> <p>Use sentences of at least four to six words when engaged in conversations with friends or familiar adults.</p> <p>Use talk and actions to express what we are thinking or feeling when we disagree with friends.</p>	
	<p>Throughout the year we will...</p> <p>Listen to simple stories and talk about what is happening using the illustrations to help us.</p> <p>Introduced to and use a growing vocabulary of 'Wow' words.</p>					
<p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Key texts</p> <p>Owl Babies by Martin Waddell</p>	<p>Key texts</p> <p>Rama and Sita: The story of Diwali by Michael Doyle</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>The Gingerbread Man</p> <p>Goldilocks and the three bears</p> <p>The Three Little Pigs</p>	<p>Key texts</p> <p>The Night Pirates by Peter Harris</p> <p>Naughty Bus by Jan Oke</p>
	<p>We will be learning to...</p> <p>Recognise the first letter of our name and familiar logos in the environment.</p> <p>Talk about marks we make on our drawings.</p> <p>Understand the five key concepts about print.</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 		<p>We will be learning to...</p> <p>Use some of our letter knowledge in our early writing.</p> <p>Use our name card to begin to write some letters in our name.</p> <p>Understand the five key concepts about print.</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 		<p>We will be learning to...</p> <p>Form the letters correctly, including those in our name.</p> <p>Use some of our print and letter knowledge in our early writing.</p> <p>Understand the five key concepts about print.</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 	
	<p>Throughout the year we will...</p>					

	Be taking part in Phase 1 phonics activities, this will develop our phonological awareness, so that we can: spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sound.					
Mathematics Number Numerical Patterns	We will be learning to... Subitise 1 – 3. Say one number for each object in order: 1,2,3,4,5. Say numbers in order to 5 and beyond Know that the last number reached when counting tells us how many there are. Count out a number of objects and then match them to the correct numeral. Talk about and explore 2D and 3D shapes. Talk about different objects using words such as big and small, tall and short as well as light and heavy. Talk about patterns we see in the EYFS unit. Talk about the position of an object in the environment such “Gruffalo is hiding under the chair”		We will be learning to... Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting tells us how many there are. Count out a number of objects and then match them to the correct numeral. Talk about and explore 2D and 3D shapes. Choose the shapes we need to make a model. Combine shapes to make new ones. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones. Copy and continue a simple colour, shape or object pattern such as ‘conker, shell, conker, shell’ or ‘circle , square, circle square.’		We will be learning to... Count out the correct number of objects to match a numeral. Make marks and numerals to represent a set of objects. Solve problems with numbers up to 10. Talk about different sets of objects using words such as ‘more’, ‘less’ or ‘same’. Create our own repeating patterns, using different objects, and notice when we make errors. Talk about a familiar route around the indoor or outdoor learning environment. Talk about a sequence of events using words such as ‘first’, ‘next’ and ‘then’.	
Understanding the World Past and Present People, Culture and Communities Natural World	Our History questions How have I changed? Who is in my family? What was it like when my grandparent as a child? Our Geography question Who lives with me? Our Science question What are my senses?	Our History questions How have birthdays changed? What was Christmas like a long time ago? Our Geography question How do other people celebrate? Our Science questions How does it work? What is it changing?	Our History question Were there doctors and nurses a long time ago? Our Geography question What jobs do people have in my community? Our Science question Who helps me to keep my body healthy?	Our Geography question Where do animals live? Our Science question How do animals grow and change?	Our History question How has my school changed? Our Geography question What is it like at school? Our Science question What is the weather like today?	Our History question How have vehicles changed? Our Geography question Where did you go on holiday? Our Science question How do toy vehicles work? What is happening to my ice lolly?
	We will be learning to... Talk about our own family and their history. Talk about the similarities and differences between people. Talk about collections of materials with similar and different properties.	We will be learning to... Talk about our own family celebrations. Know how people in different countries in the world celebrate special events through photographs and our own experiences.	We will be learning to... Talk about different jobs people have including police officer, nurse, dentist and firefighter. Explore different natural items in the EYFS garden and inside environment.	We will be learning to... Recognise and talk about the different stages of the life cycle of a hen and butterfly. Understand the need to respect and care for animals in our school gardens, such as hens, and the wider community.	We will be learning to... Plant seeds and care for plants growing in our EYFS garden. Recognise and talk about the different stages of the life cycle of a plant. Talk about the plants we see in the outdoor school	We will be learning to... Use familiar toys and vehicles to explore and talk about different forces we can feel. Talk about different materials and changes we notice about them.

	Explore and talk about different natural items in the EYFS garden and inside environment.	Talk about different materials and changes we notice about them. Explore how toys and equipment work. Talk about what we see in the EYFS garden, using a growing vocabulary.	Talk about different materials and changes we notice about them. Talk about different countries in the world and talk about the differences we have experienced or seen in photos. Talk about our own family and their history.	Talk about the animals we see in the outdoor school environment and local community.	environment and local community.	Name and talk about different countries in the world we have visited or seen in photographs or television.
Expressive Art and Design	Art question What will I need to paint a self-portrait? DT question How will I make a harvest time healthy snack?	Art question How will I print my own celebration wrapping paper? DT question What do I need to create a Christmas decoration?	Art question How will I create a superhero cityscape? DT question How will I create a model of an emergency vehicle?	Art question Which artists have painted pictures of animals? DT question How will I create a 'hatching' animal?	Art question How can I use what I find in the garden to create a picture? DT question How will I build a den in the EYFS garden?	Art question Which artists have painted pictures of the seaside? DT question How will I make a fruit smoothie ice lolly?
Creating with Materials Being Imaginative and Expressive	We will be learning to... Choose different objects and use them to be something else in our play. Explore a range of different materials and use them to create and develop our own ideas. Draw or paint closed shapes with continuous lines and use them to represent people or objects. Add detail to our drawings such as eyes, nose and mouth to a circle face. Use blocks and construction kits to create our own imaginary buildings and lands.	We will be learning to... Use paint to mix two colours to create new ones including the colours of Autumn. Learn, remember and sing songs linked to different celebrations. Play instruments with increasing control to express our feelings and ideas during different celebrations Join different materials effectively including glue and tape Use mark making to show what we are thinking and feeling during different celebrations.	We will be learning to... Use talk to develop our own detailed stories, based on different 'People who help us', using small world resources. Create our own collages and use different materials to make them. Play instruments with increasing control to express our feelings and ideas. Remember and sing new songs with friends or on our own.	We will be learning to... Use talk to develop our own detailed animal stories using small world resources. Draw or paint different emotions in faces we create. Join different materials effectively including glue and split pins. Play instruments with increasing control to express our feelings and ideas. Remember and sing new animal themed songs with friends or on our own.	We will be learning to... Use paint to mix two colours to create new ones. Remember and sing new plant and garden themed songs. Talk about what we think and feel about what music and songs we have listened to .	We will be learning to... Make up our songs linked to journeys and holidays. Play instruments with increasing control to express our feelings and ideas. Design our own models or collages and use different materials to create them. Talk about what we think and feel about what music and songs we have listened to .
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	<u>Understanding Christianity - Creation:</u> Why is the word God so important to Christians?	<u>How and why do we celebrate special times?</u> Explore how people prepare for and celebrate	<u>How and why do we celebrate special times?</u> Explore how people prepare for and celebrate	<u>Understanding Christianity - Salvation:</u>	<u>Why is it important to experience times of quiet?</u>	<u>How do we know what is right and wrong?</u> Explore which Hindu stories help us to

		<p>a joyous occasion. Explore Diwali and compare with other peoples' joyous times.</p> <p><u>Understanding Christianity – Incarnation:</u> Why do Christians perform nativity plays at Christmas?</p>	<p>a joyous occasion. Explore the Spring festival of Holi.</p>	<p>Why do Christians put a cross in a garden at Easter?</p>	<p>Exploring sacred spaces, simple prayers and time to reflect in Christianity and compare with those in Hinduism.</p>	<p>understand what is right, wrong or fair.</p>
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 Understanding
Safeguarding	<p>Classroom rules.</p> <p>EYFS garden boundaries and rules (expectations when working outside)</p>	<p>Firework Safety</p> <p>Road Safety Week</p> <p>Anti-Bullying Week</p>	<p>Keeping Safe – NSPCC</p> <p>Pants</p> <p>E Safety</p>	<p>Keeping ourselves safe when feeding and looking after animals including hand washing.</p>	<p>Road Safety</p> <p>Railway Safety</p> <p>Water Safety</p>	<p>Road Safety</p> <p>Water Safety</p> <p>Sun safety.</p>