









## EYFS Long Term Overview (Year B) – 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

*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	<b>There is only one me!!</b> 	<b>Sparkle and shine!</b> 	<b>Superheroes!</b> 	<b>Paws. Jaws and Claws!</b> 	<b>Once upon a time!</b> 	<b>Go Getters!</b> 
The Big Question	<b>How am I special?</b>	<b>How do people celebrate special times?</b>	<b>Who is a real life superhero?</b>	<b>Where do different animals live?</b>	<b>What makes a good story?</b>	<b>What can we see and hear at the seaside?</b>
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 Gingerbrad mann 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
<b>Personal, Social and Emotional Development</b>  Self-regulation  Managing Self  Building Relationship	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	<b>We will be learning to...</b>  Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	<b>We will be learning to...</b>  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..
<b>Physical Development</b>  Gross Motor Skills  Fine Motor Skills	<b>We will be learning to...</b>  Stand still, wait and walk in a line during different activities throughout the school day.	<b>We will be learning to...</b>  Develop our ability to move with confidence and control in a variety of ways when in the EYFS garden and during PE sessions.	<b>We will be learning to...</b>  Talk about different ways of being mentally and physically healthy such as food choices, exercise, sleep and tooth brushing.	<b>We will be learning to...</b>  Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it.	<b>We will be learning to...</b>  Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS garden.	<b>We will be learning to...</b>  Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS garden.

	Sit at a table or on the floor to complete an activity.	Developing our ability to control a ball with our hands.		Link sequences of movement with confidence, control and fluency.		
	<p><b>Throughout the year we will...</b></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>					
<b>Communication and Language</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>
Listening, attention and understanding	Understand how to listen carefully and why listening is important.	Connect one idea to another using a range of connectives.	Use new vocabulary in different activities and areas of learning.	Engage in non-fiction books about animals, learning and using new vocabulary from them.	Engage in non-fiction books about plants, learning and using new vocabulary from them.	Engage in non-fiction books about transport, learning and using new vocabulary from them.
Speaking	Ask questions to find out more and to check we understand what has been said to us.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.			
	Say "Good morning", and other social phrases, to friends and adults.					
	Take part in whole class and small group story times.					
	<p><b>Throughout the year we will...</b></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>					
<b>Literacy</b>	<b>Key texts</b> Owl Babies by Martin Waddell	<b>Key texts</b>	<b>Key texts</b> Supertato by Sue Hendra	<b>Key texts</b> Rosie's Walk by Pat Hutchins	<b>Key texts</b> The Gingerbread Man	<b>Key texts</b> The Night Pirates by Peter Harris
	Super Duper Me by Sophie Henn	Rama and Sita: The story of Diwali by Michael Doyle	My Mum is a superhero by Angela McAllister My Dad is a superhero by Timothy Knapman	What the Ladybird heard by Julia Donaldson	Goldilocks and the three bears	Naughty Bus by Jan Oke
	Full, full full of Love by Trish Cook	The Nativity by DK	Busy People series by Lucy M George.	The Very Hungry Caterpillar by Eric Carle.	The Three Little Pigs	
	Coming to England by Floella Benjamin					

Comprehension  Word Reading  Writing	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.	<b>We will be learning to...</b>  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.
	<b>Throughout the year we will...</b> 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.					
<b>Phonics</b>	Consolidate Phase 1  <u>Phase 2</u> <b>Week 1:</b> Set 1: s a t p <b>Week 2:</b> Set 2: i n m d <b>Week 3:</b> Set 3: g o c k <b>Week 4:</b> Set 4: ck e u r <b>Week 5:</b> Consolidate Sets 1-4	Consolidate Phase 1  <u>Phase 2</u> <b>Week 1:</b> Set 5: h b f <b>Week 2:</b> Set 5: ff l ll ss  Phase 3 <b>Week 3:</b> Set 6: j v w x <b>Week 4:</b> Set 7: y z zz qu <b>Week 5:</b> Consolidate Sets 5-7	Consolidate Phase 2  <u>Phase 3</u> <b>Week 1:</b> Consonant digraphs ch sh <b>Week 2:</b> Consonant digraphs th ng <b>Week 3:</b> ai, ee, igh <b>Week 4:</b> oa, oo, ar <b>Week 5:</b> or, ur, ow <b>Week 6:</b> oi, ear, air	Consolidate Phase 2  <u>Phase 3</u> <b>Week 1</b> ure, er  <b>Week 2 -6</b> 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.
<b>Mathematics</b>	<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><b>We will be learning to...</b></p> <p>Count objects, actions and sounds accurately and with confidence.</p> <p>Subitise. numbers 1-6</p>	<p><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>Our History questions</b> How have I changed? Who is in my family?</p> <p><b>Our Geography question</b> Who lives with me?</p> <p><b>Our Science question</b> What are my senses?</p>	<p><b>Our History questions</b> How have birthdays changed? What was Christmas like a long time ago?</p> <p><b>Our Geography question</b> How do other people celebrate?</p> <p><b>Our Science questions</b> How does it work? What is it changing?</p>	<p><b>Our History question</b> Were there doctors and nurses a long time ago?</p> <p><b>Our Geography question</b> What jobs do people have in my community?</p> <p><b>Our Science question</b> Who helps me to keep my body healthy?</p>	<p><b>Our Geography question</b> Where do animals live?</p> <p><b>Our Science question</b> How do animals grow and change?</p>	<p><b>Our History question</b> How has my school changed?</p> <p><b>Our Geography question</b> What is it like at school?</p> <p><b>Our Science question</b> What is the weather like today?</p>	<p><b>Our History question</b> How have vehicles changed?</p> <p><b>Our Geography question</b> Where did you go on holiday?</p> <p><b>Our Science question</b> 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><b>We will be learning to...</b></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><b>We will be learning to...</b></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'.</p> <p>Talk about how celebrations, such as birthdays and Christmas, might be celebrated in this country and in other countries.</p> <p>Understand that some places are special to</p>	<p><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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>

		members of our community including the church at Christmas.				
<p><b>Throughout the year we will...</b>  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><b>Expressive Art and Design</b></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p><b>Art question</b>  What will I need to paint a self-portrait?</p>	<p><b>Art question</b>  How will I print my own celebration wrapping paper?</p>	<p><b>Art question</b>  How will I create a superhero cityscape?</p>	<p><b>Art question</b>  Which artists have painted pictures of animals?</p>	<p><b>Art question</b>  How can I use what I find in the garden to create a picture?</p>	<p><b>Art question</b>  Which artists have painted pictures of the seaside?</p>
	<p><b>DT question</b>  How will I make a harvest time healthy snack?</p>	<p><b>DT question</b>  What do I need to create a Christmas decoration?</p>	<p><b>DT question</b>  How will I create a model of an emergency vehicle?</p>	<p><b>DT question</b>  How will I create a 'hatching' animal?</p>	<p><b>DT question</b>  How will I build a den in the EYFS garden?</p>	<p><b>DT question</b>  How will I make a fruit smoothie ice lolly?</p>
	<p><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>We will be learning to...</b></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><b>Throughout the year we will...</b></p> <p>Develop storylines in their pretend play.</p>						
<p><b>Music</b></p>	<p>Charanga unit- Me!</p>	<p>Charanga unit- My Stories</p>	<p>Charanga unit- Everyone!</p>	<p>Charanga unit- Our World</p>	<p>Charanga unit- Big Bear Funk</p>	<p>Charanga unit- Reflect, Rewind and Replay</p>
<p><b>Religious Education</b></p>	<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 other peoples' joyous times.</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 and compare with those in Hinduism.</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>

		<u>Understanding Christianity</u> – Incarnation: Why do Christians perform nativity plays at Christmas?				
<b>Relationships and Health Education</b>	Me and my Relationships	Valuing Difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
<b>PE</b>	Locomotion – Walking	Ball Skills- Hands	Gymnastics- High, Low, Under. Over	Dance- Nursery Rhymes	Ball Skills- Feet	Attack v Defence – Games for Undersatnding
<b>Safeguarding links</b>	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.