

## EYFS Long term Overview

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Understanding the World</b>	People Culture & Communities	People Culture & Communities	The Natural World	The Natural World	People Culture & Communities	The Natural World
<b>Dominant Theme</b>	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present
<b>Theme</b>	<b>All about me</b>	<b>Let's Celebrate</b>	<b>Would you rather?</b>	<b>Helping Hands</b>	<b>Our Wonderful World</b>	<b>Off we go!</b>
<b>Texts</b>	<p>I like myself by Karen Beaumont</p> <p><b>When God Made you</b> – Matthew Pool Turner</p> <p><b>My family, your family, our families</b> by Emma Carlson Berne</p> <p><b>A Place Called Home</b> (Non Fiction) by Kate Baker</p> <p><b>This is Our House</b> by Michael Rosen</p> <p><b>In Every House on Every Street</b> by Jess Hitchman &amp; Lili La Beleine</p> <p><b>Farmer Duck</b> by Martin Waddell and Helen Oxenbury</p> <p style="color: red;"><b>Traditional Tale</b> The Three Little Pigs (Traditional Tale)</p>	<p><b>Mog's Birthday</b> by Judith Kerr</p> <p><b>Samir A's Eid</b></p> <p><b>The Best Diwali Ever</b> by Sonali Shah</p> <p><b>Rama &amp; Sita the Story of Diwali</b> by Malachai Doyle &amp; Christopher Corr</p> <p><b>Eight Nights, Eight Lights</b> by Natalie Barnes &amp; Andrea Stegmaier</p> <p><b>The Runaway Wok</b> by Ying Chang Compestine and Sebastia Serra</p> <p><b>The Nativity</b></p> <p><b>We're Going on a Leaf Hunt</b> by Steve Metzger</p> <p><b>Jolly Postman</b> by The Ahlbergs</p> <p style="color: red;"><b>Traditional Tale</b> Rapunzel</p>	<p><b>Time to Move South for Winter</b> by Clare Helen &amp; Jenny Lovlie</p> <p><b>The Journey Home</b> by Fran Preston-Gannon</p> <p><b>Do I Have to Wear a Coat?</b> By Rachel Isadora</p> <p><b>All Around the World</b></p> <p><b>Animal Kingdom</b> by Geraldine Cosneau</p> <p><b>Beegu -</b></p> <p><b>Zoom to the Moon</b> by</p> <p><b>The Naughty Bus</b> by</p> <p><b>Kippers Toybox</b> by Mick Inkpen</p> <p><b>Dogger</b> by Shirley Hughes</p> <p style="color: red;"><b>Traditional Tale</b> Goldilocks</p>	<p><b>Little Red Hen</b></p> <p><b>The Enormous Turnip</b></p> <p><b>Handa's Surprise</b> by Eileen Browne</p> <p><b>The Tiny Seed</b> by Eric Carle</p> <p><b>Oliver's Vegetables</b> by Vivian French</p> <p><b>Sam Plants a Sunflower</b> by Katy Petty and Axel Schaffer</p> <p><b>The Train Ride</b> by June Crebbin</p> <p style="color: red;"><b>Traditional Tale</b> Jack and the Beanstalk</p>	<p><b>Me on the Map</b> – Joan Sweeney</p> <p><b>The Same but Different</b> by Molly Potter &amp; Sarah Jennings</p> <p><b>From my Window</b> – Otavio Junior and Vanina Starkoff</p> <p><b>A Place Called Home</b> by Kate Baker &amp; Rebecca Green</p> <p><b>We all went on Safari</b> by Laurie Krebs</p> <p><b>We're Going on a Bear Hunt</b> by Michael Rosen</p> <p><b>Mr Gumpy's Outing</b> by John Burningham</p> <p><b>The Very Hungry Caterpillar</b> – Eric Carle</p> <p style="color: red;"><b>Traditional Tale</b> Little Red Riding Hood</p>	<p><b>Storm</b> by Sam Usher</p> <p><b>Blown Away</b> by Rob Biddulph</p> <p><b>Up and Down</b> by Oliver Jeffers</p> <p><b>Lost and Found</b> by Oliver Jeffers</p> <p><b>Stuck</b> by Oliver Jeffers</p> <p><b>Mr Gumpy's Motor Car</b> by John Burningham</p> <p><b>A Squash and a Squeeze</b> Julia Donaldson</p> <p style="color: red;"><b>Traditional Tale</b> The Enormous Turnip</p>
<b>RE</b>	Myself Welcome	Birthday	Celebrating Gathering	Growing	Good News Friends	Our world
<b>UTW</b>  Children increase their knowledge and sense of the	<b>History: Past and Present</b> Children will know about their own life story and how they	<b>History: Past and Present</b> Children will know about the past characters through	<b>History: Past and Present</b> Children will know some similarities and differences	<b>History: Past and Present</b> Children will talk about past and present events in	<b>History: Past and Present</b> Children will understand about animals from the past	<b>History: Past and Present</b> Children will know and compare holidays and transport from past

<p>world around them by knowing about themselves, where they come from, how they grow and their importance. By meeting important members of society such as a police officer, nurse and fire-fighter. Exploring and becoming familiar with their immediate and local area of Stamford, make and read a map, visiting the library and a farm, learn how to look after a pet and animals. They will plant, nurture and observe growing, observe weather and environmental changes and understand that</p>	<p>have changed.</p> <p>Organise events using basic chronology.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment - school.</p> <p><b>Science: The Natural World</b> Children will explore and ask questions about their outdoor space. Describing what they see, hear and feel when they</p>	<p>stories and non-fiction.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people have different beliefs and celebrate in different ways.</p> <p>Children will learn the name of the road that the school is on and draw a simple map.</p> <p>Children will understand that some places are special to members of the community.</p> <p><b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences.</p>	<p>between toys and electrical objects such as cameras in the past and now.</p> <p><b>Geography: People, Culture and Communities</b> Children will recognise similarities and differences between life in this country and other countries.</p> <p><b>Science: The Natural World</b> Children will know how to care for the natural world around us. Sorting recycling and discuss the</p>	<p>their lives and what has been read to them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community.</p> <p><b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences.</p>	<p>and present such as dinosaurs.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people in other countries may speak different languages.</p> <p><b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences.</p>	<p>and present.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p> <p><b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of</p>
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there are different countries, beliefs and religions.	are outside. Exploring the school grounds	Exploring outside and visiting the Orchard. Pick our own fruit and discuss healthy eating.	importance of recycling.  Children will understand the effect of changing seasons on the natural world around them.	Growing. Observations of growing beans. Lifecycle of a plant.	Looking at manmade v natural. Lifecycles of a butterfly.	matter.  Children will recognise that some environments are different from the one in which they live.  Human body, healthy eating, sleep and healthy teeth.
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**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Curriculum goals: Know about a timeline and the significance of ourselves.**

**Be familiar with my local environment.**

**Know how to care for our environment.**

**Know how to care for an animal.**

**Understand and accept that there are different religions and cultures in our own town and around the world.**

**Understand how to read a simple map.**

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<p><b>PSED</b></p> <p>Children develop their personal, social and emotional skills throughout the year through, circle times, social stories, ,diversity stories, Seesaw and play.</p>	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b> Children will understand the need to have rules. Children will manage personal hygiene.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will an listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
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**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

**Curriculum goals: Manage personal needs independently.  
Show determination to complete a goal.  
Show resilience in the face of challenges.**

<p><b>EAD</b></p> <p>Children improve their skills by exploring ways to be imaginative and creative through stories and pretend play. Children experience enriched role play such as a Travel agent, Birthday party, Baptism to communicate. Children learn to self-express themselves through creating with a broad range of</p>	<p>Find the beat</p> <p>Healthy foods</p> <p>Drawing &amp; Painting</p> <p>Technology around us</p>	<p>Rhythms</p> <p>Advent crafts (Textiles)</p> <p>Mixed Media 7 Painting</p> <p>Using an ipad</p>	<p>Improvise</p> <p>Moving toys (Mechanical)</p> <p>Sculpture</p> <p>Making pictures (tracking finger to draw)</p>	<p>Improvise (One note)</p> <p>Structures</p> <p>Mixed media</p> <p>Taking pictures</p>	<p>Improvise Two notes)</p> <p>Bug homes (Structures)</p> <p>Sculpture</p> <p>Recording sound</p>	<p>Graphic Score</p> <p>Picnic</p> <p>Drawing</p> <p>Combining pictures and sound</p>
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<p>media developing their own styles and understanding their own interests.</p>						
<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p style="text-align: center;"><b>Curriculum goals: Create masterpieces using interests and imagination. Perform a story, song, poem or rhyme to an audience.</b></p>						
<p><b>Physical Development</b></p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing and Dough Disco,</p>	<p><b>Gross Motor</b> Children will learn to move and negotiate safely in a space.</p> <p>Children will learn to line up and queue for lunch.</p> <p><b>Fine Motor</b> Children will make small world and junk models, thread and develop fine motor coordination using malleable materials.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p> <p>Children will be able to use core muscle strength to sit at a table or on the floor effectively.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p> <p>Children will handle scissors, pencil and small equipment effectively.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment.</p> <p><b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b> Children will jump and land safely.</p> <p>Children will be able to coordinate, control and balance equipment safely.</p> <p><b>Fine Motor</b> Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>

**Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor:** Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

**Curriculum goals: To manage the school day successfully.**  
**Use small objects effectively**  
**Use large objects with control and coordination.**

<p><b>Literacy</b></p>	<p><b>Comprehension</b> Children will show an interest and independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will read individual letters by saying the sound and begin to blend sounds together orally.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books, stories, poems and songs.</p> <p><b>Word Reading</b> Children will blend sounds together to read words.</p> <p><b>Writing</b> Children will form taught letters correctly.</p>	<p><b>Comprehension</b> Children will retell or act out stories, poems and songs using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters and feelings in the books that they are reading.</p> <p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b> Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Children will read longer sentences and tricky words, re-reading to build confidence, understanding and enjoyment.</p> <p><b>Writing</b> Children will write words which are spelt phonetically, re-reading to check it makes sense.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters, sounds, capital letter</p>
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				Children will learn to structure a sentence in speech before writing.	Children will form lower case and capital letters correctly.	and a full stop.
<p><b>Mathematics</b></p> <p>Children improve their maths skills by playing games (snap, hiding numbers/objects/keeping scores, reveal/hide, snacks and ladders), counting (hide and seek, tidy up), comparing (size, shape, length, weight), Patterns, Subitising, Composition of shapes (printing, shape walk, tangrams, construction zone) and number bonds (snack table, register).</p>	<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p> <p><b>Recommended Text:</b> Beep Beep, Vroom Vroom!</p> <p>Seaweed Soup</p> <p>A Pair of Socks</p> <p>Where's My Teddy?</p> <p>It's the Bear!</p> <p>The Blue Balloon</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups. Compare shapes with 4 sides and not 4 sides.</p> <p><b>Recommended Text:</b> The Bear in the cave</p> <p>Clean up everybody.</p> <p>The Button Box</p> <p>Dear Zoo</p> <p>Mr Big</p> <p>Naughty Bus</p> <p>Crash Boom</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p> <p><b>Recommended Text:</b> Zero is the Leaves on the Tree</p> <p>None the Number</p> <p>Anno's Counting</p> <p>The Ugly Five</p> <p>Five Small Stars</p> <p>Room on the</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p> <p><b>Recommended Text:</b> Handa's Surprise</p> <p>Sidney the Silly</p> <p>Six Dinner Sid</p> <p>1, 2, 3 to the Zoo</p> <p>Kipper's Toybox</p> <p>Whale</p>	<p><b>Number</b> Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p> <p><b>Recommended Text:</b> Quack and Count</p> <p>Simon Sock</p> <p>Missing Mittens</p> <p>Noah's Ark</p> <p>Minnie's Diner</p> <p>Two of Everything</p> <p>Don't Forget the</p>	<p><b>Number</b> Children will know number bonds to 10, including sharing and doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 20 and higher.</p>



	My First Book of Patterns	A New Home for Mouse	Broom		Bacon!	
<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p style="text-align: center;"><b>Curriculum goals: Develop a deep understanding of numbers to 10. Recognise the patterns of the counting system. Develop spatial reasoning skills.</b></p>						
<p><b>Communication &amp; Language</b></p> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, collaborative play, circle times, stories, singing, speech and language interventions</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.</p> <p><b>Speaking</b> Children will start a conversation and use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.</p> <p><b>Speaking</b> Children will talk in sentences using a range of connectives, e.g. and, because, that.</p>	<p><b>Listening, Attention and Understanding</b> Children will retell/join in with stories and rhymes and follow/participate without pictures or props.</p> <p><b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events in detail.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</p>
<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and</p>						

during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Curriculum goals:** Ask relevant questions and make relevant comments.  
Converse in a back and forth exchange with friends and adults.  
Express ideas and feelings with confidence.