

## Clavering Primary School Long Term Overview EYFS

Subject to change cohort depending year on year and term on term. Texts may change to inspire different groups / cohorts to reflect them and their needs

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible themes / interests / lines of enquiry / cultural capital</b>	Ourselves Wonderful me Harvest Family Familiar stories Friendship Golden Rules	Light and dark – bonfire night, Divali, remembrance Seasonal changes Begin fortnightly forest school Christmas Nativity Trip one Audley End Railway to see FC	Transport Past and present Chinese New Year Trip to Aerozone and Stansted Airport Visitors; rally car, blood delivery motorbike, pilots Chinese New Year Photos of vehicles from family in the past	Space Current space travel and exploration Spring -signs of Spring World Book Day Pancake Day Easter Clips of astronauts in space	Traditional Tales Planting and gardening Sports day Keeping healthy – teeth Growing own beans School allotments	Minibeasts Our environment Looking after our world Moving on
<b>Texts / Rhymes</b>  <b>2/3 traditional nursery rhymes per half-term chosen to reflect theme</b>	Traditional Tales Starting School Each peach per plum The Colour Monster Julia Donaldson Traction Man	Little Glow <i>Poppy</i> animation The Owl who was Afraid of the Dark Rama and Sita The Snowman Stick Man	The Train Ride Mr Gumpy’s Motor Car All Aboard for the Bobo Road Amelia Earhart Tony Mitton series	Range of non-fiction book about space Here Come the Aliens Toys in Space Aliens Love Underpants We’re all Wonders The Darkest Dark	Range of traditional tales Jack and the Beanstalk Goldilocks returns Mixed Up Fairy Tales	Eric Carle Minibeast Madness Ten things I can do to look after our world Spinderella The Hungry Caterpillar Bee – nature’s tiny miracle
<b>Communication and Language</b> <i>Italics – continues across the year</i>	<b><i>Learn new vocabulary and use throughout each day</i></b> Share Chatterboxes Engage in Storytimes Know how important listening is Understand how to listen carefully Develop social phrases Ask and respond to questions Perform in Nativity		<b><i>Listen carefully to rhymes and songs paying attention to how they sound.</i></b> <b><i>Learn rhymes and songs.</i></b> 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.		<b><i>Use new vocabulary in different contexts</i></b> 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. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Perform assembly to school and parents.	
<b>Personal, Social and Emotional Development</b> All three terms will have a focus but all the targets will be ongoing through the year	Children will see themselves as a valuable individual. Build positive and respectful relationships with peers and adults. Express own feelings and begin to understand the feelings of others and that others may not feel the same.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings (socially and emotionally). Understand the importance of safe eating and healthy food choices.		Manage their own needs – toileting and changing clothes. Think about the perspective of others.	

<b>Physical Development</b>	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop a variety of basic cooking techniques; kneading, mixing, measuring, cutting and shaping. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Safely negotiate space. Explore different ways of moving/travelling using our bodies.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use low level gymnastics apparatus in PE.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Use higher level gymnastics apparatus In PE.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Begin to use a range of apparatus- beams tables tunnels mats.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.  Sports Day	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Sports day activities- skipping with rope, balancing with bat and ball.
<b>Literacy – reading</b>	Enjoy reading books together with an adult Read individual letters by saying the sounds for them.	Blend sounds into words, so that they 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.(digraphs and trigraphs) Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Reads consonant clusters. Can answer simple comprehension questions.	Can read more exception words and some words with more than one syllable. Improving comprehension Can suggest what might happen next.	Beginning to read with more fluency (less sounding out of each word) Beginning to use punctuation when reading. Beginning to think about the context of the sentence to work out unfamiliar /tricky words. Good comprehension Can talk about characters behaviour/feelings	Reading with more fluency –and sight reading lots of tricky words Working on expression Good comprehension and some inference
<b>Literacy – writing</b>	Pencil grip Name writing Fine motor skills for writing Single letter formation Simple dictation: I go.	Name write Dictated sentence Copy over / under Copying correct letter formation. Verbally can sound out some words.	Begin to segment for spelling and write CVC word in phoneme frame. Copy over and under Copy from adult written child dictated sentence Verbally can sound out some words	Copy from adult written child dictated sentence./More verbal spelling (adult underlines) then onto writing own words Writes given sentence (support with structure)	Writes given sentence Begins to write own sentence and more successful at structuring sentence Link word spaces to reading.	Think the sentence, say the sentence, write the sentence, check the sentence  Write short sentences that make sense beginning to use a capital letter and full stop appropriately.

			including clusters.(Adult underlines) Attempts to write some simple cvc words Spell words by identifying the sounds and then writing the sound with letter/s.			Re-read what they have written to check that it makes sense.
<b>Literacy - phonics</b>	Unlocking Letters and Sounds Phase 1 and 2 Recognising letters and saying the pure sounds, learning to blend and segment Sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff ,l, ll, ss Common Exception Words: l, the, to, no, go, into	Unlocking Letters and Sounds Phase 3: Digraphs, trigraphs, polysyllabic words, segmenting for spelling, oral blending , blending for reading. Sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, re Common Exception Words, you, are, he, me, they, my, she, be, all, her, we, was, put	Unlocking Letters and Sounds Phase 4 Adjacent consonants (CCVC - frog, CVCC- went, CCVCC-stand, CCCVC - strap, CCCVCC – scrunch) Common Exception Words: have, like, so, do, some, come, said, were, there, little, one, when, what, out			
<b>Mathematics</b>	Baseline-assess – teacher assess and Statutory Govt Baseline Counting objects actions and sounds Subitising Matching quantities with numerals. Numerals 1-5 counting, matching quantities to numerals (link the symbol to its cardinal value), Represent numbers in a variety of ways 1-5	Numerals 6-10 -Matching quantities to numerals linking symbol to cardinal value. Know that the last number when counting is the total. Numerical patterns - ordering numbers - begin to understand the concept of one more than/ one less than/ the same understanding the relationship of consecutive numbers (using concrete objects) Part- part whole. Composition of numbers (link to conceptual subitising, there are three here and three here so there must be six) <b>Sustained focus on each number – continue/revisit all year</b> Number bonds 2,3,4,5, 6, 7, 8, 9, 10 Addition concrete using resources. Introduce sign. Begin to read number sentences Addition pictorial/ abstract. Begin to write number sentences. Assess and revisit	Number bonds – revisit to 5, EXT to 10 Doubling (up to 5) Concrete using resources. Use sign. Read and write number sentences Subtraction concrete using resources. Introduce sign. Pictorial/ abstract. Read and write number sentences Subtraction facts – recall number bonds to 5 Part-part whole subtraction facts. Sharing/ division (between 2 and more than 2) Halving – Halve shapes and numbers. Assess.	Numbers 11-20 – Recognising numerals and their value, ordering numbers Numbers 11-20 - Recognise patterns, partitioning 2D Shape – Shape names and properties, compose and decompose shapes, recognise a shape can have shapes within. 2D Shape – Select, rotate and manipulate shapes to develop spatial reasoning (copy increasingly complex 2D pictures and patterns), tangrams, 3D Shape – Shape names and properties, rotate and manipulate shapes to develop spatial reasoning (copy increasingly complex 3D pictures, patterns and models), construction tiles, tangrams, blocks, building sets, finding 2D shapes within 3D shapes Assess	Revisit patterns – shape patterns, number patterns and tracks, counting patterns Measuring length and height Measuring weight and capacity Counting in 2s (grouping), odd and even Time Money	Revision of number Counting in 2s (lots of) Counting in 10s (lots of) Revision of number Assess
<b>Understanding the World RE and Computing Links</b>	Talk about who is in their family / locality Who else is important to them. Harvest Mouse control – click and drag Use app on ipad – take photo	Traditions at Diwali, Bonfire Night, Remembrance, Christmas, Recognise that people have different beliefs and celebrate in different ways Use sketch app to draw Use screen to manipulate Observe seasonal changes	Past and Present Traditions at Chinese New Year Order and sequence familiar events Stories set in other places Seasonal changes Forest School Science concepts – freezing and heating Maps	Recognise that there are different environments to the one they live in Seasonal changes Forest School Science concepts – colour, light, shadows	Plants and growing Life cycles Science concepts – push and pull, magnets Seasonal changes Forest school Use a keyboard	Life cycles Science concepts – floating and sinking Minibeasts at forest school and school Caring for the environment Change font and size

<b>Expressive Art and Design</b>	Experiment using different tools and techniques. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Return to and refine ideas.				
	<p>Develop storylines in their pretend play. Retell stories using props. Joins in with nursery rhymes and songs Continuous provision: Drawing and painting and other mediums</p> <p>Building with variety of materials and begin to make simple joins</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Nativity (singing and performing) Appraising music describing how it makes them feel. Continuous provision: Drawing and painting and other mediums Music making and perform on outside stage</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them Learn instrument names and how to play Continuous provision: Drawing and painting and other mediums Building with variety of materials and make simple joins</p>	<p>Create collaboratively sharing ideas, resources, and skills. Tempo and rhythm Continuous provision: Drawing and painting and other mediums</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Dynamics Continuous provision: Drawing and painting and other mediums Sculpture clay and playdoh Building for purpose with variety of materials and make simple joins</p>