

# Whitchurch Primary School

## EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>New Beginnings</b> Getting to Know You Autumn / Harvest Family Little Red Hen	<b>Look How Confident We Can Be!</b> Autumn Christmas/ Christmas story Christmas around the world	<b>Dark and light</b> Winter Bats Owls Chinese New Year	<b>Africa and Animals</b> Africa Animals Maps Easter	<b>Growing</b> Pancake Day Planting/Gardening/Spring	<b>Going on a Journey</b> Holidays Transport
Communication and Language	Listen and respond to instructions and stories. Understand what they need to do to be good listeners. Learn new vocabulary and use this throughout the day. Develop social phrases for example when arriving in school, good morning, how are you? Building sentences orally through talk time.  Learn new vocabulary Use new vocabulary through the day	Listen and respond to instructions and stories. Begin to talk about stories to build familiarity and understanding. Develop social phrases, such as 'good morning, how are you?' Retell a story once they have developed a deep understanding with the text. Develop questioning skills. Articulate their ideas and thoughts in well-formed sentences.  Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	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.	Talk about stories to build familiarity and understanding. Retell a story once they have developed a deep understanding with the text. Develop questioning skills. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Begin to hold conversations where they are engaged in back and forth exchanges.  Use new vocabulary in different contexts	Talk about stories to build familiarity and understanding. Retell a story once they have developed a deep understanding with the text. Develop questioning skills. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Children are expected to answer using complete sentences. Continue to develop conversations where they are engaged in back and forth exchanges.	Talk about stories to build familiarity and understanding. Retell a story once they have developed a deep understanding with the text. Develop questioning skills. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Children are expected to answer using complete sentences. Continue to develop conversations where they are engaged in back and forth exchanges.
Personal, Social and Emotional Development	Exploring the classroom, learning the rules and routines, helping keep the classroom a safe and happy place. Begin to manage their own needs. Get to know the children in the class, develop friendships, sharing and playing co-operatively Heartsmart <ul style="list-style-type: none"> <li>- Introduce Boris the Robot.</li> <li>- Don't Forget to Let the Love In</li> </ul>		Help children to express their feelings and consider the feelings of others. Encourage children to express their feelings using descriptive vocabulary. Children show resilience in the face of challenge. They develop problem-solving skills and know that making mistakes are an important part of learning. Children begin to self-evaluate their own work.  Heartsmart <ul style="list-style-type: none"> <li>- Too much selfie isn't healthy.</li> <li>- Don't rub it in, rub it out.</li> </ul> Introduce P4C (Philosophy for Children)		Children identify and moderate their feelings socially and emotionally. Children are encouraged to think about their feelings and those of others. Encourage children to think about the perspectives of others and manage their own needs.  Heartsmart <ul style="list-style-type: none"> <li>- Fake is a mistake</li> <li>- No way through isn't true</li> </ul> P4C – Develop questioning and answering skills	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	Learn to control large movements in a variety of spaces. Be able to stop and start Develop core strength and stability to support their small motor skills. Develop fine motor skills to handle equipment and tools effectively e.g. scissors, pencils, threading, making models and malleable materials. Start to form basic letters correctly.	Learn to control large movements in a variety of spaces. Develop movements in balance and stillness. Introduce benches and tables for children to develop their balancing, travelling and jumping. Develop fine motor skills to handle equipment and tools effectively e.g. scissors, pencils, Form basic letters correctly	Learn to control large movements in a variety of spaces. Develop movements in balance and stillness. Continue to use benches and tables for children to develop their balancing, travelling and jumping. Introduce obstacle courses to provide a variety of movements. Develop sequences with beginnings and endings. Develop fine motor skills to handle equipment and tools effectively e.g. scissors, pencils, Form basic letters correctly.	Learn to control large movements in a variety of spaces. Develop movements in balance and stillness. Use benches and tables for children to develop their balancing, travelling and jumping. Introduce obstacle courses to provide a variety of movements. Introduce the large climbing frame.  Develop and define a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Form basic letters correctly	Learn to control large movements in a variety of spaces and variety of movements. Use the large climbing frame.  Develop and define a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Know and talk about different factors that support their overall health and wellbeing.  Form letters correctly.	Develop skills in target and team games.  Develop and define a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Participate in Sports Day.  Know and talk about different factors that support their overall health and wellbeing.  Form letters correctly.
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 small 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.						

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	Develop overall body-strength, balance, co-ordination, and agility					
Literacy	<p>Familiar stories by Julia Donaldson and other favourite stories.</p> <p>Talk for Writing (T4W) – The Little Red Hen</p> <p>Handwriting patterns and pencil grip</p> <p>Beginning to form letter shapes in line with RWI phonics</p>	<p>T4W – The Gingerbread Man</p> <p>Children to be given school reading books when they know 10 sounds and can blend and segment confidently.</p> <p>Reading 3 letter words.</p> <p>Writing cvc words forming letters correctly.</p>	<p>T4W – Bats learns to dance</p> <p>Owl Babies</p> <p>Children to be given school reading books when they know 10 sounds and can blend and segment confidently. Children talk about what they have read by retelling the story.</p> <p>Read and write simple sentence. Use capital letters to begin a sentence, finger spaces between the words and a full stop at the end.</p> <p>Spell words in line with their phonic knowledge.</p> <p>Introduce ‘tricky’ words that can’t be sounded out. (I to go no the).</p>	<p>T4W – Handa’s surprise (Bringing the Rain to Kapiti Plain)</p> <p>Children read books that are in line with their phonic knowledge. They show understanding of what they have read by retelling the story in their own words.</p> <p>Write sentences that contain capital letters, finger spaces and full stops.</p> <p>Begin to write simple stories.</p> <p>Begin to re-read what they have written to check it makes sense.</p>	<p>T4W – Jack and the Beanstalk</p> <p>Other stories – The Tiny seed, Oliver’s Vegetables.</p> <p>Children read books in line with their phonic knowledge. They anticipate key events in stories.</p> <p>Write sentences that contain capital letters, finger spaces and full stops.</p> <p>Writing simple stories that they have innovated.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Introduce ‘tricky’ words that can’t be sounded out. (we, me, all, are, they, my, her, was, be, you, she, he).</p>	<p>T4W – The Train Ride</p> <p>Children read books in line with their phonic knowledge. They predict what might happen in the story and have discussions about what they have read.</p> <p>Write sentences that contain capital letters, finger spaces and full stops.</p> <p>Writing simple stories that they have innovated.</p>
Phonics	RWI set 1	RWI set 1	RWI set 1	RWI set 1 and 2	RWI	RWI
Mathematics	<p>White Rose Planning – Just Like Me!</p> <p>Positional Language</p> <p>Sorting Objects – guess my rule, odd one out.</p> <p>Comparing objects</p> <p>Compare size, mass and capacity</p> <p>Pattern – copy, continue and create simple patterns.</p>	<p>White Rose Planning – It’s me 1,2,3</p> <p>Subitise or count to make their own collections of 1,2,3.</p> <p>Match the number names to numerals and quantities.</p> <p>Circle and Triangles</p> <p>Spatial awareness and positional language.</p> <p>White Rose Planning –Light and Dark</p> <p>Numbers to 5.</p> <p>One more and one less</p> <p>Shapes with four sides.</p> <p>Time – night and day</p>	<p>White Rose Planning – Alive in 5!</p> <p>Introducing zero.</p> <p>Comparing numbers to 5.</p> <p>Composition of 4 and 5.</p> <p>Comparing weight and capacity</p> <p>Vocabulary – heavy, heavier than, heaviest, light, lighter than, lightest, full, empty, nearly full, nearly empty.</p> <p>White Rose Planning –Growing 6,7,8</p> <p>Continue to apply the counting principles when counting 6,7,8.</p> <p>Making pairs</p> <p>Combining 2 groups.</p> <p>Length and Height</p> <p>Time</p>	<p>White Rose Planning – Building 9 and 10</p> <p>Apply counting principles when counting to 9 and 10. (forwards and backwards)</p> <p>Bonds to 10 – explore number bonds to 10.</p> <p>3D shape</p> <p>Pattern, repeating patters</p> <p>White Rose Planning – Consolidation</p> <p>Number recognition</p> <p>Composition of numbers to 10</p> <p>Combining two groups.</p> <p>Estimating.</p>	<p>White Rose Planning – To 20 and beyond.</p> <p>Building numbers beyond 10.</p> <p>Counting patterns beyond 10.</p> <p>Spatial reasoning, match, rotate and manipulate.</p> <p>White Rose Planning – First, then, now</p> <p>Adding more, taking away.</p> <p>Spatial reasoning, compose and decompose.</p>	<p>White Rose Planning – Find my pattern</p> <p>Doubling, sharing and grouping, odd and even.</p> <p>Spatial reasoning, visualise and build.</p> <p>White Rose Planning – On the Move.</p> <p>Deepening understanding, patterns and relationships.</p> <p>Spatial reasoning - mapping.</p>
Understanding the World	<p>H - My family – talk about past and present events in their own lives and in the lives of their family.</p> <p>G – name features in the school grounds</p> <p>S – Investigating Materials and Textures – how do things feel? How can I describe them? How do you feel when you touch it?</p>	<p>H – Comment on images of familiar situations from the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>G – Learning about the seasons.</p> <p>Develop an understanding of the effect that changing seasons have on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Begin to look at simple maps.</p>	<p>H – Present children with pictures or artefacts from the past, explaining similarities and differences.</p> <p>G – Discuss where owls and bats live and compare. Use images and video clips.</p> <p>Make close observations of owls and bats and draw pictures.</p> <p>S – Light and dark, light through transparent material, shadows.</p>	<p>H – Organise events using basic chronology, recognising that things happened before they were born.</p> <p>G – Look at a map to see where Africa is. Compare the animals that live in the UK to animals in Africa.</p> <p>S – Healthy Living – Healthy and unhealthy foods.</p>	<p>G – Using the story ‘The Tiny Seed’ to compare and contrast different environments for plants to grow.</p> <p>S – Growing seeds – planting and looking after them. What does a plant need to grow?</p>	<p>H – Looking at vehicles from the past and present.</p> <p>S - Floating and sinking, exploring and sorting materials.</p>
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					



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Expressive Arts and Design	Safely use equipment from the art trolley. Learn painting and drawing techniques using paintbrushes, pencils, paper,  Learn to use scissors, sellotape and PVA glue to make collage pictures.  Music: action and singing rhymes	Develop colour-mixing techniques. Learn construction skill, discuss what they want to make, discuss problems and how they might be solved as they arise. Teach different techniques for joining materials, introducing tapes and different types of glue.  Music: Nativity songs.  Develop story telling in their play.	Encourage children to notice features in the natural world. Helping them to define colour and shape. Discuss children's responses to what they see. Draw pictures with increasing accuracy.  Music: Introduce musical instrument, children to experiment with different ways of playing the instruments.  Develop story telling in their play.	Music: Children to use instruments to show a steady beat, play their instrument alongside a piece of music. Encourage children to make their own music. Develop story telling in their play. Support children in deciding which role they might like to play. Music: Introduce music from Africa. Dance to music that has a beat.	Develop colour-mixing techniques. Learn construction skill, discuss what they want to make, discuss problems and how they might be solved as they arise. Teach different techniques for joining materials, introducing tapes and different types of glue.  Develop children's collaging skills. Look at the artist Giuseppe Arcimboldo and represent his artwork.	Develop colour-mixing techniques. Learn construction skill, discuss what they want to make, discuss problems and how they might be solved as they arise. Teach different techniques for joining materials, introducing tapes and different types of glue.
	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.					
RE	Introduction to worship and begin celebrating Birthdays within the context of Jesus' birthday	Celebrating Birthdays within the context of Jesus' birthday	New Life within the context of Easter		Celebration within the context of Jews celebrating Shabbat	Special within the context of special clothes for Christians and Jews
Internet Safety		Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information
Forest School		<b>Begin to explore the forest area in the Year R area</b>	<b>Explore the forest area in the Year R area</b>	<b>Explore the forest area in the Year R area</b>	Exploring the forest Small scale den building Using the natural materials to make pictures	Tools and fire
Visits and Visitors				Trip to the Bere Mill		Trip to Wellington Country Park