

Scamblesby Church of England Primary School – EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrations	Animals	Spring	Forest Friends	Summer Holidays!
Wow Moments/Enrichment Activities	Harvest Celebrations Baking bread Cooking vegetable soup	Visit from mum and baby Class wedding Real fire and marshmallows Diwali activities and cooking Nativity play	Valentine's Day Chinese New Year Shrove Tuesday	Spring walk Mother's Day afternoon tea Easter celebrations	Minibeast hunt Planting and growing	Sports Day Father's Day A day at the seaside
General Themes: These may be adapted at various points to allow children's interests to flow through the provision.	Starting School – forming relationships and learning about each other Families Our pets What Makes Me Special Friendship Our bodies (including height measure) Healthy eating Seasonal change	Birth and birthdays Baptism Weddings Diwali Bonfire Night Remembrance /Armistice Day Christmas	Polar habitats and climates Global warming/ climate change Naming animals Knowing where animals come from Basic classification of animals, birds and fish. Knowing that some animals are endangered and some are extinct.	Seasonal change Lifecycles Naming farm animals and their young Mothering Sunday Growing The significance of Easter for Christians	Minibeasts Woodland animals Naming birds Naming trees and plants	Seasonal change Sun safety Naming sea creatures Naming our village, county and country Differences across the globe Looking at how places and lifestyles have changed. How we have grown! (compare height to the beginning of the year)
Communication and Language Communication and Language is developed throughout the year through high quality interactions, a language-rich environment, daily group discussions, circle times, stories, poems and singing.	Listening, Attention and Understanding Children will enjoy listening to stories and sing a repertoire of songs and know 8 nursery rhymes. They will start to become aware of rhyme. Children will know that it is important to look at the speaker, be quiet and give undivided attention to listen carefully and know why it is important. They make appropriate responses to greetings. Speaking Children will make conversation in role play, in small groups and to familiar adults about their interests, ideas, themselves and their families.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will start to use new vocabulary heard in stories and modelled by adults in their speech.	Listening, Attention and Understanding Children will learn to ask questions to find out more about what has been said to them. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Their answer will demonstrate understanding by its relevance to the question. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses. They will recite rhymes, poems and songs.
	By the end of the year, children at the expected level of development will: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and 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.					
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, and basic emotion coaching.	Self-Regulation Children will be able to follow one step instructions. Children will recognise a range of basic emotions in themselves and others and will know that all emotions are acceptable. Children will focus during short whole class activities.	Self-Regulation Children will talk about how they are feeling and to consider others' feelings. Managing Self Children will understand the need to have rules. They will understand and start to follow the class and school rules. They will start to plan their own learning, find resources they need and have a go at challenges set.	Self-Regulation Children will be able to focus during longer whole class lessons. Children will start to know some ways of managing big feelings, including talking to an adult. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. They will know that these are important characteristics to be effective learners.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. They will know and use strategies to staying calm when frustrated. Managing Self Children will develop independence when dressing and undressing.	Self-Regulation Children will usually be able to control their emotions using a range of techniques. They will identify an increasing range of emotions and their effects on their bodies and learning. Managing Self Children will manage their own basic needs independently and talk about their routines to maintain a healthy lifestyle.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Children will know how to stay safe in the sun and in the water.



Managing Self

Children will learn to wash their hands independently.
They will start to understand the importance of sleep, exercise, limiting screen time, healthy eating, brushing their teeth and road safety.
They will understand the expectations of eating together at the table and how to use cutlery.

Building Relationships

Children will know what to do to be a good friend and begin to develop friendships.

Building Relationships

Children will be able to use taught strategies to support in turn taking.

Building Relationships

Children will listen to the ideas of other children and understand that others may have different perspectives. They will begin to negotiate and compromise.

Children will dress themselves independently.

Building Relationships

Children will learn to work as a group.

Building Relationships

Children will have the confidence to communicate with adults around the school.

	Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.					
	By the end of the year, children at the expected level of development will: 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.					
	Gross Motor Children will learn to move safely in a space. Fine Motor Children will begin to use a tripod grip when using mark making tools. Children will know how to hold scissors correctly and how to open and close the blades going straight while moving the paper to follow a line.	Gross Motor Children will explore different ways to travel using equipment. They will begin to balance, climb and land with increasing control. Fine Motor Children will increasingly accurately draw lines, circles and shapes to draw pictures, and use scissors to cut out a basic shape.	Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. They will jump and land with control. Fine Motor Children will handle scissors, pencils, paintbrushes and glue effectively.	Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold and use scissors correctly to cut out small shapes and increasingly intricate shapes.	Gross Motor Children will be able to run, hop, skip, jump, climb, roll, crawl, balance and land with good overall body-strength, balance, co-ordination and agility. Children will use their core strength to achieve good posture when sitting at a table or on the floor; including a good posture for writing. Fine Motor Children will form letters increasingly correctly using a tripod grip.
	By the end of the year, children at the expected level of development will: 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 most cases; - Use a range of small tools, including scissors, paint brushes and cutlery;- Begin to show accuracy and care when drawing.					
Physical Development Children improve their gross and fine motor skills daily by engaging in activities that develop small hand skills (threading, cutting, weaving, playdough, mark making, construction, drawing, writing, and Dough Disco) and whole body skills (running, climbing, balancing, pedaling, swinging, skipping, carrying).						
Literacy	Comprehension Children will independently look at a book, hold it the correct way and turn pages. They will talk about the stories that are read to them. Children will spot and suggest rhyme and clap out syllables in words. Word Reading Children will begin to know the sounds made by individual letters; they will recognise them and start to blend them together to read short words that include the letter-sound correspondences they know. Children will identify and say the sounds in CVC words. Writing Children will give meanings to the marks they make. Children will write some or all of their name and some letters accurately. Children will start to write short CVC words using the letter-sound correspondences they know.	Comprehension Children will engage and enjoy an increasing range of books. They will talk about the characters in stories and make predictions about what they think will happen. Word Reading Children will begin to learn that some sounds are made by two or three letters together (digraphs and trigraphs)and they will begin to read short words that include these. Children will read common exception words stated in the Bug Club programme. Children will begin to read captions and simple sentences. Writing Children will begin to form letters correctly. Children will attempt to write simple words using the sounds they know; and simple sentences.	Comprehension Children will act out stories using recently introduced vocabulary. They will know the difference between fiction and non-fiction. They will understand the purpose of instructions and a recipe. They will talk about and answer questions about what they have read. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words, labels and phrases representing the sounds with a letter/letters. Children will orally compose simple sentences. They will leave spaces between words when writing the sentence.	Comprehension Children will be able to talk about the characters and settings in the books they are reading. They know that the author writes the book and the illustrator creates the images. They makes links between books they have read. Word Reading Children will read words of four sounds or more and an increasing range of common exception words. Children will identify and say the sounds in words with four or more sounds. Writing Children will write labels/[phrases and simple sentences with increasing independence, representing the sounds with a letter/letters. Children will independently write their name in full.	Comprehension Children will retell a story using vocabulary influenced by their book. They will add detail that shows their understanding. They recognise and talk about books by the same author and can name familiar authors and titles of some of their books. Word Reading Children will read longer sentences containing words with four or more sounds and common exception words. They will increasingly read words without the need to blend out loud. Writing Children will independently write words and sentences of increasing complexity which are spelt phonetically. They will read what they have written to check that it makes sense.	Comprehension Children will be able to answer questions about what they have read and ask questions to clarify meaning. Word Reading Children will read books matched to their phonic ability. Children will re-read what they have written to check that it makes sense. Writing Children will independently write simple phrases and sentences using recognisable letters and sounds. Children will begin to attempt short narratives or instruction writing. They will show some awareness of the use of punctuation including capital letters and full stops.
Power of Reading Text (choose one as main focus)	A New House for Mouse by Petr Horacek Hello Friend! By Rebecca Cobb The Everywhere Bear by J Donaldson Oh No George! by Chris Haughton	Biscuit Bear by Mini Grey Emily Brown and The Thing by Cressida Cowell Knuffle Bunny by Mo Williams So Much by Trish Cooke	Blue Penguin by Petr Horacek Here's a Little Poem A Great Big Cuddle	What the Ladybird Heard by Julia Donaldson Bog Baby by Jeanne Willis Owl Babies by Martin Waddell	Yucky Worms The Gruffalo by Julia Donaldson Aaagh Spider! By Lydia Monks	Handa's Surprise by Splash! Anna Hibiscus by Atinuke Anna Hibiscus' Song by Atinuke Hooray for Fish by Lucy Cousins
Other suggested texts	Those from above not used as the main focus plus: The Little Red Hen All About Families by Felicity Brooks Dogger by Shirley Hughes	Those from above not used as the main focus plus.: The Scarecrow's Wedding by Julia Donaldson Kipper's Birthday by Mick Inkpen	Those from above not used as the main focus plus: Polar Regions (non-fiction) Lost and Found by Oliver Jeffers Pancakes! Pancakes! By Eric Carle	Those from above not used as the main focus plus: Old MacDonald Had a Farm Spring (non-fiction) Guess How Much I Love You in the	Those from above not used as the main focus. Goldilocks and The Three Bears Jasper's Beanstalk by The Very Hungry Caterpillar by Eric	Those from above not used as the main focus. Under the Sea (non-fiction) The Snail and the Whale by Julia

	Lulu Gets a Cat by Anna McQuinn Here We Are by Oliver Jeffers	The Nativity Story	The Big Pancake	Spring	Carle	Donaldson Little Crab By Chris Haughton Rainbow Fish by
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	By the end of the year, children at the expected level of development will: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Mathematics	Number Children will count objects, actions and sounds. Children will have a deep understanding of 1-3. They will know that to count accurately they say one number name for one thing. They will start to recognise how many up to 3 without counting (subitise). They will know that amounts can be made up in different ways. They will know that a numeral represents an amount. Children will know that we have 5 fingers. They will show amounts using their fingers. Numerical Patterns Children will verbally say which group has more and which has fewer. Children will compare height as their height is measured and recorded.	Number Children will have a deep understanding of numbers 1-5. They will count amounts to 10 accurately. They will recognise how many to 5 without counting. They will know that amounts can be made up in different ways. They will know the numeral that represents amounts to 5, including 0. Children will count beyond ten. Numerical Patterns Children will compare equal and unequal groups. Children will start to notice that, when counting beyond 10, there is a repeating pattern. Children continue, copy and create repeating patterns. They recognise, talk about and name basic 2D shapes. They understand the meaning of two dimensional.	Number Children will have a deep understanding of the composition of numbers 1-8, including how to make amounts in different ways. Children will know the numeral that represents amounts to 8. They will know that amounts can be made up in different ways. Children will understand the one more/ one less relationship between consecutive numbers. Numerical Patterns Children will understand and explore the difference between odd and even numbers. Children begin to describe and name 3D shapes; they rotate and manipulate shapes to develop spatial reasoning skills.	Number Children will have a deep understanding of the composition of numbers 1-10. They will add together, subtract and share to find totals to 10. Children will know the numeral(s) that represent numbers 0 -10, including understanding what the 1 digit in 10 represents. Children will count reliably to 20; and start to count beyond. Numerical Patterns Children will start to notice the repeating pattern as they count. Children make symmetrical patterns and start to understand symmetry.	Number Children will know and automatically recall number bonds to 5. Numerical Patterns Children will share quantities equally. Children compose and decompose shapes and recognise that a shape can have other shapes within it. Children will compare weight, length and capacity. They will use the language associated including heavy, light, short, long, tall, heavier, lighter, shorter, longer, taller, heaviest, lightest, shortest, longest, tallest.	Number Children will know and automatically recall number bonds to 10, including doubling facts. Children will know and start to use mathematical language including add, subtract, amount, total, equal, half, double. Children will understand and find odd and even numbers. Children will start to recognise immediately without counting the amount in familiar groups like two rows of three. Numerical Patterns Children will count beyond 20. They will notice the patterns in the number system. Children will recognise, talk about and name 3D shapes using mathematical vocabulary. They understand the meaning of three dimensional. Children will compare height and start to use the language to measure height as they are measured and their height is compared with the beginning of the year.
	By the end of the year, children at the expected level of development will: Number: 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. Numerical Patterns: 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.					

Understanding the World	History: <i>Past and Present</i> Children will know about their own life story and how they have changed. Children will talk about their immediate family and community. Geography: <i>People, Culture and Communities</i> Children will know where they live and the features of the immediate environment. Science: <i>The Natural World</i> Children will understand the terms 'same', 'different' and 'change'. They will notice the changes in the seasons and explore the natural world around them. They will describe what they see, hear and feel whilst outside, linking this to the parts of their bodies and senses. RE: <i>People, Culture and Communities</i> Children will have an awareness of our school being a Church of England School and that being a Christian means following Jesus. They will know that the Church is the special place for Christians. Computing <i>Online Safety</i> Children will know what to do if they are worried when using an IPAD/Internet.	History: <i>Past and Present</i> Children will name and describe people who are familiar to them, including roles in the community. Children will know that their birthday is celebrated on the day of their birth each year and that the number shows how many years it is since they were born. Geography: <i>People, Culture and Communities</i> Children will start to recognise that people have different beliefs and celebrate special times in different ways. Children will understand that some places are special to members of the community. Science: <i>The Natural World</i> Children will explore and ask questions about the natural world around them. RE: <i>People, Culture and Communities</i> Children will know why Christians perform nativity plays and the Christmas story. Computing <i>Online Safety</i> Children will know what to do if they are worried when using an IPAD/Internet.	History: <i>Past and Present</i> Children will comment on images of familiar situations from the past. Geography: <i>People, Culture and Communities</i> Children will be able to locate the polar regions on the globe. They will start to understand there is global climate change and some causes and consequences of this. Science: <i>The Natural World</i> Children will learn about how environments differ. Children will learn about processes and changes including floating, sinking, freezing and melting. RE: <i>People, Culture and Communities</i> Children will know what the church is and why the local church is linked to our school. Computing <i>Online Safety</i> Children will know what to do if they are worried when using an IPAD/Internet.	History: <i>Past and Present</i> Children will talk about past and present events in their lives and those of people familiar to them. Geography: <i>People, Culture and Communities</i> Children will know about some similarities and differences across communities in the UK. Science: <i>The Natural World</i> Children will make observations of plants, discussing similarities and differences. They will notice and talk about the changes in the seasons and make observations of the natural world around them. RE: <i>People, Culture and Communities</i> Children will know the meaning and significance to Christians of Easter. Computing <i>Online Safety</i> Children will know what to do if they are worried when using an IPAD/Internet.	History: <i>Past and Present</i> Children will know about the past through settings and characters. Geography: <i>People, Culture and Communities</i> Children will know that people in other countries may speak different languages. They will be introduced to the notion of democracy. Science: <i>The Natural World</i> Children will make observations of animals, discussing similarities and differences and start to classify them. RE: <i>People, Culture and Communities</i> Children will know that the Bible is the special book for Christians. Computing <i>Online Safety</i> Children will know what to do if they are worried when using an IPAD/Internet. They know how to search for images with an adult.	History: <i>Past and Present</i> Children will know about the past through settings, characters and events. Geography: <i>People, Culture and Communities</i> Children will recognise some similarities and differences between life in this country and life in different countries. They will have an awareness of places on a map of the world. Science: <i>The Natural World</i> Children will recognise some environments that are different from the one in which they live. Children will know some important processes and changes in the natural world, including states of matter. RE: <i>People, Culture and Communities</i> Children will know that people of different faiths and cultures have different special places, books and traditions. Computing <i>Online Safety</i> Children will know what to do if they are worried when using an IPAD/Internet. They know how to search for images with an adult and that they can find information on the internet.

	By the end of the year, children at the expected level of development will: 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.					
Expressive Arts and Design	Music: <i>Being Imaginative</i> Children will sing and perform eight nursery rhymes. Children will move in time to music. Children will match the pitch and melody sung by another person. Children will play in role. Art & Design: <i>Creating with Materials</i> Children will explore different materials freely, to develop their ideas about how to use them and what to make. Children will draw with some detail, using a circle for a face and including details.	Music: <i>Being Imaginative</i> Children will experiment with different instruments and their sounds. Children will remember and sing entire songs. Art & Design: <i>Creating with Materials</i> Children will join different materials and experiment with different textures. Children will explore a variety of artistic effects to express their ideas and feelings. Children will experiment with mixing colours.	Music: <i>Being Imaginative</i> Children will play instruments with increasing control to express their feelings and ideas. Children will create narratives based around stories and express them in different ways, including through role play. Art & Design: <i>Creating with Materials</i> Children will safely explore different techniques for joining materials. Children will start to understand and describe the properties of materials.	Music: <i>Being Imaginative</i> Children will listen attentively, move to and talk about music, expressing their feelings and responses. Art & Design: <i>Creating with Materials</i> Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will know how to create secondary colours.	Music: <i>Being Imaginative</i> Children will play an instrument following a musical pattern. Children will talk about dance and performance art, expressing their feelings and responses. Children will be creatively incorporate the use of props into their role play and story-telling. Art & Design: <i>Creating with Materials</i> Children will return to and build on their previous learning, refining ideas and developing their ability to represent them.	Music: <i>Being Imaginative</i> Children will invent their own narratives, stories and poems. Art & Design: <i>Creating with Materials</i> Children will create collaboratively, sharing ideas, resources and skills. Children will share creations, talk about process and evaluate their Work.
	By the end of the year, children at the expected level of development will: Creating with Materials: 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. Being Imaginative: 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.					