

EYFS (Reception) Long Term Overview 2022-23

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| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Project | Super me and Super You! What makes me special? | Seasons and Celebrations How do we celebrate with our families at this time of year? | Winter- Snow and Ice What happens in Winter? | Traditional Tales and alternative texts Can you tell me a story? | Minibeasts/Growing How do things grow? | Journeys Let's go on a journey..... |
| Celebrations and Festivals | <ul style="list-style-type: none"> Harvest Festival (Oct 3rd) Halloween (Oct 31th) | <ul style="list-style-type: none"> Diwali (Nov 4th) Bonfire Night (Nov 5th) Remembrance Day (Nov 11th) Hanukah (Nov 28th – Dec 6th) Christmas (Dec 25 th) | <ul style="list-style-type: none"> New Year (Jan 1st) Chinese New Year (Feb 1st) Valentine's Day (Feb 14 th) | <ul style="list-style-type: none"> Pancake Day (Mar 1st) World Book Day (Mar 4th) Mother's Day (March 27th) Easter Sunday (Apr 17th) | <ul style="list-style-type: none"> Earth Day (Apr 22nd) National Pet Month Eid (May 2nd) | Father's Day (June 19 th) |
| Trips and visits | Autumn Walk | Pantomime with Nursery Teddy Hospital | Snow walk | Everyone reads.....Parents, teachers (Stay and Play sessions) | Field day focus | EUREKA trip |
| Experiences | Tour of the School British Wildlife Week Harvest Mystery readers- throughout the year | Food Tasting from different cultures Christmas Culture Week Nativity | Chinese New Year Winter hunt Making ice | Easter egg hunt Making porridge Making pancakes | Create a Growing Area Life cycle of a tadpole, growing seeds Allotments/Vegetable patches | Transition Forest School |
| Key Texts | Transition Texts: (Starting School/Lulu's first day) Super, Duper You! It's okay to be different Ruby's worry The Colour Monster My Body | Pattan's Pumpkin The Elephant Dance a Journey to India Non-Fiction- 5 days of Diwali Stick man The Jolly Christmas postman The Nativity Story | Lost and Found The Midnight Fair And Tango makes Three Poles Apart How big is a million | Mr Wolf's pancakes Little Red Hen The Magic Porridge pot Jack and The Beanstalk Jack and the baked bean stalk World book day focus- poem | The Teeny-Weeny Tadpole Oi Frog Growing Frogs The Very Quiet Cricket The Tiny Seed Beatrix Potter- Tale of Peter Rabbit | Superworm The Snail and the Whale How to Catch a Star The Great Journey of the BoBo Road Emma Jane's Aeroplane |
| Communication and Language | Understand how to listen carefully and why listening is important. Engage in story times. | Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. | 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. | 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. Use new vocabulary in different contexts. |
| | Ongoing throughout the year: Learn new vocabulary, maintain attention for short periods, use new vocabulary in different contexts, follow instructions, use new vocabulary through the day in discussions and conversations, learn new rhymes, poems and songs. | | | | | |
| Personal, Social and Emotional Development (JIGSAW) | Being Me in my World Covering: Self-identity, understanding feelings, being in a classroom, being gentle, rights and responsibilities. | Celebrating Difference (including bullying) Covering: Identifying talents, being special, families, where we live, making friends and standing up for yourself. | Dreams and Goals Covering: Challenges, perseverance, goal setting, overcoming obstacles, seeking help, jobs and achieving goals. | Healthy Me Covering: Exercising bodies, physical activity, healthy food, sleep, keeping clean and safety. | Relationships Covering: Family life, friendships, breaking friendships, falling out, dealing with bullying and being a good friend. | Changing Me Covering: Bodies, respecting my body, growing up, growth and change, fun and fears and celebrations. |
| Physical Development (PE Focus) | PE- Following instructions, practice safely, independent work. Coordination skill: Footwork Static balance skill: One leg | PE- Taking turns and sharing Dynamic balance to agility skill: Jumping and Landing Static balance skill: Seated balance | PE- Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner | PE- Understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static balance skill: Stance | PE- Performing a single skill or movement with control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction and Response | PE- Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work |
| Fine Motor Development | Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome. Fine motor skills, holding a pencil correctly, using scissors correctly. Handwriting style- Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | | |
| Literacy- Word Reading and Comprehension | 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. 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 | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. |

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| Literacy- Writing | Write individual letters and begin to form letters correctly. Write their name, copying it from a name card. Draws lines and circles | Recognise some letters and form these correctly Form letters from their name correctly Recognise after a word there is a space Makes marks with increasing control | Have a dominant hand when holding a pencil. Write from left to write. Orally compose a simple sentence and hold it in memory before attempting to write it Spell and write VC and CVC words independently | Orally compose a simple sentence and hold it in memory before attempting to write it Build words using known letter sound correspondences in own writing Spell CVC words and tricky words Form clear ascenders and descenders Holds pencil effectively. | Use familiar words in their writing Build upon knowledge of letter sounds Write a simple sentence which may include a full stop Orally compose a simple sentence and hold it in memory before attempting to write it | Write short sentences with words with known letter correspondences Use capital letters and full stops correctly Draw on knowledge of known graphemes and make phonetically plausible attempts at writing words Orally compose a simple sentence and hold it in memory before attempting to write it |
| Phonics | Little Wandle Phase 2 graphemes s-l | Little Wandle Phase 2 graphemes ff-nk | Little Wandle Phase 3 graphemes ai-er, double letter words | Little Wandle Review Phase 3 Double letters, longer words, words w/z or more digraphs | Little Wandle Phase 4- Short vowel sounds Cvcc, ccvc, cccvc, ccvcc, cccvcc Root words ending in ing, ed, t, ed, id, est | Little Wandle Phase 4- Long vowel sounds |
| Mathematics | Cardinality and Counting Numbers 1, 2, 3 Match and sort Shape and Space Shape - Circles and triangles Exploring pattern Measures/Comparison Compare size, mass & capacity Comparison Compare amounts Measures Positional language | Cardinality and Counting Representing numbers to 5 Comparison One more or less Shape and Space Shapes with 4 sides Measures Time | Cardinality and Counting Introducing zero Composition of 4 & 5 Combining two amounts Shape and Space 3-D shapes Measures Compare mass Compare capacity Pattern Comparing numbers to 5 | Cardinality and Counting Numbers 6, 7, 8, 9, 10 Bonds to 10 Shape and Space Spatial awareness Patterns Measures Length & height Time Pattern Making pairs | Cardinality and Counting Build numbers beyond 10 Composition Adding more Taking away Shape and Space Spatial reasoning Match, rotate, manipulate Composition Compose and decompose (numbers) Pattern Count patterns beyond 10 | Cardinality and Counting Build numbers beyond 10 Composition Adding more Taking away Shape and Space Visualise and build Patterns & relationships Spatial mapping Pattern/Comparison Doubling Sharing & grouping Even & odd |
| Understanding the World Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside | Studying our families and ourselves. Family Tree Day Autumn changes Leaf study Mud Kitchen investigation Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Bubbling magic potions Diwali dancing and cooking Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. | Chinese cooking and dancing Winter weather changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? Where do we live? Map of the United Kingdom Recognise some environments that are different to the one in which they live. | Growing a rainbow- skittles experiment Easter/spring changes (new life) Talk about changes in their own lifetime – focus on the changes in their lifetime linking to food, clothing and toys. | The needs of a plant experiment Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers Where do we live? Explore the natural world around them. Draw information from a simple map. | Recycling / litter collecting Maps of local area Local buildings / statues/areas of importance Different transport: Design your own transport Balloon powered cars / rockets. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. |
| Computing (Barefoot Scheme) | <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Awesome Autumn Winter Warmers Springtime/ Online Safety Key Skills Key Skills </div> <ul style="list-style-type: none"> Use different digital devices Recognise that you can access content on a digital device Use a mouse, touchscreen to target and select options on a screen Recognise a selection of digital devices Recognise the basic parts of a computer – mouse, screen, keyboard Select a digital device to fulfil a specific task – take a photo | | | | | |

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| Expressive Arts and Design | Artist Study - Van Gough - Self portraits. Explore colour and colour mixing. DT project- worry dolls Food Technology- baking Develop storylines in their pretend play. | Clay Diva lamps, Christmas cards, explore colour and colour mixing, Christmas production Consolidation of Val Gough – independently making self portraits. Sing in a group or on their own, increasingly matching the pitch and following the melody. | Artist Study - George Seurat - pointillism. Using a range of tools to make large and small dots to create a picture. | Consolidation of the artist study George Seurat. Independently explore creating pictures using pointillism. Create collaboratively sharing ideas, resources, and skills. | Artist study – Andy Goldsworthy Exploration of natural resources for art - Rubbings of leaves and plants. Shades of colour/paint mixing Fruit kebabs/making a fruit salad Listen attentively, move to and talk about music, expressing their feelings and responses. | Using tools to create a healthy salad, design a new form of transport Watch and talk about dance and performance art, expressing their feelings and responses |
| | 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. | | | | | |