

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

	Autumn 1 All About Me	Autumn 2 Terrific Tales	Spring 1 Amazing Animals	Spring 2 Come Outside	Summer 1 Ticket to Ride	Summer 2 Pirates at Sea
Themes	Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Traditional Tales Little Red Hen – Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seaside's in the past Compare: Now and then! Seaside art
Texts that will be used	The Colour Monster Owl Babies Stick Man Funny Bones	Rama and Sita Goldilocks Hansel & Gretel Christmas Story / Nativity	The Ugly Duckling The Very Hungry Caterpillar Tiger who came to tea Dragons in the City	Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed- Eric Carl	Amelia Earhart: Little People, Big Dreams Around the World with Max and Lemon by Twinkl The Train Ride by June Crebbin The Way Back Home	Pirates love Underpants Pirates go to School The Rainbow Fish Barry the Fish with Fingers- Sue Hendra
Wow Moments	Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents.	Guy Fawkes/ Bonfire Night Christmas Time/ Nativity Diwali Hanukkah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Zoo Lab visit Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day!	Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Science Week Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Let's fly - Role p	Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Our Values	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

	world. All cultures are learned, respected, and celebrated.	the world. All cultures are learned, respected, and celebrated.	safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	to have a go at new activities. We understand and celebrate the fact that everyone is different.	opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British.
Assessment Opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation In-house moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings
Parental Involvement	Staggered Start Parents Evening Home / School Agreement Phonics workshop Evidence Me Observations	Nativity Maths workshop Parents Evening Book at Bedtime	Share a story Stay and Read morning Evidence Me Observations	Parents Evening Art workshop / Gallery Share a story	Share a story Stay and Read morning Evidence Me Observations	Share a story Parents Evening Sports Day
Communication and Language	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared Stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Personal, Social, Emotional Development	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

			about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	up after ourselves and so on.	kind and considerate about the behaviour.
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 to follow instructions involving several ideas or actions. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification Persisting in the face of difficulty.					
Physical Development Fine Motor Skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Physical Development Gross Motor Skills	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics/ Balance
Literacy Word Reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie	Making up stories with themselves as the main character – Using Tales Toolkit strategy.	Information leaflets about animals in the garden/plants and growing. Re-read books	Stories from other cultures and traditions Retell a story with actions and / or picture	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

	<p>story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
Word Reading	<p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other</p>	<p>Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
Writing	<p>Nursery Rhymes Label Characters Make Marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial</p>	<p>Sequence the story Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p>	<p>CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I,</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC,</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words,</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital</p>

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

	<p>sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre</p>	<p>instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>beginning to use finger spaces. Form lowercase and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
<p>Maths</p> <p>White Rose</p>	<p>https://whiteroseeducation.com</p> <p>Match, sort and compare, Talk about measure and patterns, It's Me 123, Circles and Triangles, 12345, Shapes with four sides</p>		<p>https://whiteroseeducation.com</p> <p>Alive in 5, Mass and Capacity, Growing 678, Length, Height and Time, Building 9 and 10, Explore 3D shapes.</p>		<p>https://whiteroseeducation.com</p> <p>To 20 and beyond, How many now? Manipulate and Decompose, Sharing and Grouping, Visualise, build and map, Make connections</p>	
<p>Understanding the World</p> <p>Science, Geography & History</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter</p>	<p>Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting</p>

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

	discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.		commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play.	constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.	environments through conversation and in play.
RE	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hanukkah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice
Expressive Art and Design	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures,	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows.	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination.

EYFS Long Term Curriculum Overview

Our planning within the EYFS is ongoing and responsive, allowing adaptations to be made based on children's interests, development, and engagement.

	<p>songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p>	<p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems the use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p>	<p>and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.</p>	<p>Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>
--	---	--	--	--	---	---