

# EYFS Long Term Overview 2024-25

<b>School: Lew Trenchard Primary School</b>	
Completed by a School Leader/ Key Stage Leader: R. Abbott-Bray	Name/ Signature/ Date: <i>R Abbott-Bray and Liz Davy</i> (Head of School) 19.07.22
Shared with Curriculum Leaders: L. Broadbridge	Name/ Signature/ Date: <i>L Broadbridge</i> (Pre-school manager)
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: <i>R Abbott-Bray and Liz Davy</i> 19/07/22
<p><b>INTRODUCTION / AIMS</b></p> <p><b>Our EYFS Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world.</b> Each key text and linked provision are included in the curriculum for very specific reasons, and we want to ensure that all children leaving the Foundation Stage are ready to start the KS1 curriculum. Each learning focus does not last a specific amount of time but is based on the children’s learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.</p> <p>This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.</p> <p><b>Diversity:</b> we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in <b>orange</b>.</p>	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<p><b>Who am I?</b></p> <p>Starting school/new beginnings            Rules and routines            All about me, families, homes            Feelings and emotions            Celebrations, parties            Bonfire Night, Remembrance Day, Harvest,  <b>Diwali</b>  <b>Barrig Gould- October</b>            Advent, Christmas Seasonal Changes –            Autumn/Winter</p>		<p><b>Come Outside!</b></p> <p>Growing and changing            Plants and flowers            Human body, senses            Keeping fit and healthy            Animals and minibeasts            Life cycles            Recycling, looking after the world            Easter  <b>Chinese New Year</b>            Seasonal changes – Winter/Spring</p>		<p><b>Isn't it amazing?</b></p> <p>Comparing places            Polar regions and the rainforest/jungle            Under the sea,            Space Now and Then            Seasonal changes – Spring/Summer</p>	

## EYFS Long Term Overview 2024-25

Key Texts	Fiction	<p>'What makes me a me?' By Ben Faulks and David Tazzyman</p> <p>'Super Duper You' by Sophy Henn</p> <p>'Elmer' by David McKee</p> <p>'The Little Red Hen'</p> <p>'Hair Love' by Matthew Cherry</p> <p>'Owl Babies' by Martin Waddell and Patrick Benson</p> <p>'Pumpkin Soup' by Helen Cooper</p>	<p>'Jack and the beanstalk' – Traditional Tale</p> <p>'The Very Hungry Caterpillar' by Eric Carle.</p> <p>'Supertato' by Sue Hendra and Paul Linnet</p> <p>'The Runaway Wok'</p> <p>By Ying Chang Compestine and Sebastia Serra</p> <p>'Izzy Gizmo' by Pip Jones</p>	<p>'The Night Pirates' by Peter Harris</p> <p>'Billy's Bucket' by Kes Gray</p> <p>'Flotsam' by David Wiesner</p> <p>'Clean Up' by Nathan Bryon</p> <p>'Look Up' by Nathan Bryon</p>
	Non-fiction	<p>'Me and My Amazing Body' Joan Sweeney and Ed Miller</p> <p>'Seasons' by Hannah Pang and Clover Robin</p>	<p>'Caterpillar and Bean: A Science Storybook about Growing' by Martin Jenkins</p> <p>'Yucky Worms' by Vivian French</p>	<p>'A Street Through Time' by Anne Millard</p> <p>'You Choose' by Pippa Goodheart and Nick Sharratt</p>

# EYFS Long Term Overview 2024-25

CLL

- Listening, Attention and Understanding
- Speaking

We aim to become... **Confident Communicators** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings

**Listening, Attention and Understanding:**

- Listen attentively to key class stories/texts and respond to what they hear with relevant questions.
- Be confident to make a comment during a whole class discussion.
- Use actions to demonstrate ideas during small group interactions.
- Make comments about what they have heard in adult and child led activities.
- Independently ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking:**

- Express their ideas and feelings about their experiences using full sentences.
- Use past, present and future tenses in context with their own level of understanding e.g. When I was a baby I played with a rattle, now I like to kick a ball and when I'm grown up, I'll have a real bike.
- Use of conjunctions, with modelling and support from their teacher (and, then, next)
- Participate in small group discussions with adult support.
- Have one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen.
- Use vocabulary from key stories, non-fiction, rhymes and poems in child led play.
- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Use new vocabulary in different contexts.
- Use new vocabulary through the day.
- Learn rhymes, poems, and songs.

## EYFS Long Term Overview 2024-25

	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	Engage in story times.	Develop social phrases. Engage in story times.	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.	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in different contexts.
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.				
	Busy Learning	Practice using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				
	Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs.				
	Possible Enhancements:					
Home corner role play area.	Story telling shelves – Owl Babies.	Story telling shelves – Supertato. Tiny Seed	Story telling shelves – Jack and the Beanstalk.		Story telling shelves – The Night Pirates. Sport’s Day	
Create “family” interest table.	Nativity					
Story telling shelves – Elmer.	Create icy environments in small world area.					
PSED	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
<ul style="list-style-type: none"> <li>▪ Building Relationships</li> <li>▪ Managing Self</li> </ul>	<p><b>We aim to become... Independent Individuals who can follow our School Charters, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. And Fantastic Friends who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others’ ideas and feelings.</b></p> <p><b>Self-Regulation:</b></p>					

# EYFS Long Term Overview 2024-25

<ul style="list-style-type: none"> <li>Self-Regulation</li> </ul>	<ul style="list-style-type: none"> <li>Take into considerations the feeling of others e.g. comforts a peer when they are hurt, finds way to compromise to solve disagreements, sharing and negotiating.</li> <li>Know and accept consequences for some behaviours of themselves and others and is able to tolerate and manage feelings when their wishes cannot be met e.g. accepting and managing the disappointment felt when accessing a wanted resource that isn't available or being used by another.</li> <li>Follow and listen to what the adults says even when engaged in another activity e.g. stopping an activity and returning to the carpet when asked.</li> <li>Awareness of behavioural expectations and follows routines – e.g. sitting on carpet spot, lining up, RWI expectations, tidying up.</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>Accept and seek challenges willingly and are confident to try new activities, showing, independence, resilience and perseverance e.g. shows confidence in selecting resources and persevering to achieve the chosen activity when difficulties arise – trying again and rebuilding a tower that collapses.</li> <li>Is happy to confidently share with others their own needs, interests' opinions in familiar group e.g. willing to describe what they can do well and want to get better at in a positive way.</li> <li>Show an understanding for the need for expectations and is able to explain why they are important e.g. to keep themselves and others safe. Follows the rules and expectations.</li> <li>Manage their own toileting and handwashing needs as well as dressing and undressing e.g. follows the handwashing sequence and washes hands after the toilet, dresses and undresses independently for wild tribe, discusses the importance of healthy food.</li> <li>Shows a clear understanding of the importance of healthy food choices e.g. sugary foods vs vegetables.</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Plays cooperatively and take turns with others during play projects and set challenges.</li> <li>Comes into class independently and confidently leave parents/carers.</li> <li>Form positive attachments with known adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs e.g. listening to others ideas and adapting to keep play going.</li> </ul>		
	See themselves as a valuable individual.	Show resilience and perseverance in the face of challenge.	Think about the perspectives of others.
Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally.	Manage their own needs.	
Express their feelings and consider the feelings of others.			

# EYFS Long Term Overview 2024-25

	<p><b>Relationships:</b></p> <p>Children’s own family and family life. Safe Relationships – NSPCC PANTS Looking at children’s differences and preferences. Making friends with other children. Exploring feelings of loneliness. Exploring the emotion of happiness. Empathizing with characters from the story. How do they feel?</p>	<p><b>Health and Wellbeing:</b></p> <p>Physical health and mental wellbeing – healthy living, healthy eating. Growing and changing – body parts. Changing from a baby to an adult. Keeping safe. Sun safety, road safety, stranger awareness</p>	<p><b>Living in the Wider World:</b></p> <p>Talk about feelings of other characters. Explore significant birthdays with the children. Remember presents and things they did on their birthday. Recall surprises in our own lives. Comparing own family and family life to Inuit People.</p>	
	Daily Routines	Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful.		
	Busy Learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others		
	Story/song time	Experience, explore and talk about positive relationships, feelings and emotion, diversity		
<p>Physical Development</p> <ul style="list-style-type: none"> <li>▪ Gross Motor</li> <li>▪ Fine Motor</li> </ul>	<p><b>We aim to become... <b>Amazing Athletes</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. And <b>Talented Tool Users</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</b></p> <p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Ride a balance bike with control and stop on command.</li> <li>▪ Throw an object e.g. bean bag, small ball, foam javelin over a 1 metre distance.</li> <li>▪ Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment)</li> <li>▪ Roll /bend knees when dismounting from inside apparatus or outside active provision including ramps, trees, slopes.</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Hold a pencil effectively so mark making/formation is legible.</li> <li>▪ Uses scissors to cut paper, thin card, fabric, thin plastic and textiles.</li> <li>▪ Uses a screwdriver to screw screws into wood.</li> <li>▪ Uses a hammer to place nails into soft items (such as a pumpkin).</li> <li>▪ Uses a saw to cut thin pieces of wood.</li> <li>▪ Uses a variety of paintbrush sizes.</li> <li>▪ Uses a knife, fork and spoon when eating at dinner time.</li> <li>▪ When drawing, controls the pencil carefully, showing some accuracy.</li> </ul>			

# EYFS Long Term Overview 2024-25

	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	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.	Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Funky Fingers	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Lunch Time	Hold and use a knife and fork correctly, understand about healthy eating.				
	Busy Learning	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination. Refine and develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills				
	Go Noodle/ Yoga	Develop strength, balance and co-ordination.				
Literacy	Letters and Sounds phonics following school phonics progression map					
<ul style="list-style-type: none"> <li>▪ Word Reading</li> <li>▪ Writing</li> </ul>	<p><b>We aim to become... <b>Brilliant Bookworms</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</b></p> <p><b>And <b>Wow Writers</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</b></p> <p><b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>▪ Retell class stories and narratives using newly introduced vocabulary in the correct context.</li> <li>▪ Listen, consider and reason what might happen next when being read to.</li> <li>▪ Use their knowledge and vocabulary encountered from stories and narratives in their play and discussions with others e.g. using characters and events in their role play, discussing why and how things happen/work (non-fiction) and performing rhymes and poems.</li> </ul> <p><b><u>Word Reading:</u></b></p> <p>Following Little Wandle Letters and Sounds Revised;</p> <ul style="list-style-type: none"> <li>▪ Know phase 2 and 3 sounds and use them to decode words with them in.</li> <li>▪ Become proficient with using robot talk and blending in your head to blend and read words.</li> </ul>					

# EYFS Long Term Overview 2024-25

	<ul style="list-style-type: none"> <li>Be able to read aloud at least red/yellow books and the common exception words they encounter e.g. the, I, you, he, she, was.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Use the correct formation to form letters that can be identified by others.</li> <li>Use their phonic knowledge (at least phase 2 and phase 3 sounds) to identify and write sounds they hear in words.</li> <li>Articulate and construct a string of words together to form phrases or sentences that can be read by others.</li> <li>Use finger spaces and begin to have some understanding of capital letters and full stops.</li> </ul>					
	<p>Working on using common consonants and vowels which they can segment for writing simple CVC words.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g. bell, chick</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Spell phase 2 tricky words.</p> <p>Form letters correctly</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Working on blending adjacent consonants in words and apply this in writing.</p> <p>Write each letter correctly.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Working on segment adjacent consonants on words and apply this in writing.</p> <p>Spell phase 3 tricky words.</p> <p>Write each letter correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p><u>VIPERS</u></p> <p>To say what we think a book is about by looking at the front cover (P)</p> <p>To say who your favourite character is (E)</p>	<p><u>VIPERS</u></p> <p>To explain how a character is feeling (I)</p> <p>To answer simple questions about what has happened (R)</p>	<p><u>VIPERS</u></p> <p>To use words to describe a character or setting (V)</p> <p>To say what happens first in a story (S)</p>	<p><u>VIPERS</u></p> <p>To say what you think will happen next (E)</p> <p>To say explain why something happens (R, I)</p>	<p><u>VIPERS</u></p> <p>To explain why they like a character or story (E)</p> <p>To find a word that means .... (V)</p>	<p><u>VIPERS</u></p> <p>To say what happened at the beginning, middle and end of a story (S)</p>	
Busy Learning		Learn and practise new vocabulary, listen and talk about stories, read and write				



# EYFS Long Term Overview 2024-25

		Use message centre to create secret symbols, sounds, words, phrases, sentences to make things happen. Read messages left by others, write messages, engage in and talk about books, retell stories and create their own.			
	Phonological Awareness	Orally blend and segment, identify rhyme and continue a rhyming strong, count syllables, discriminate between sounds.			
	Story/Song Time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and song			
	Possible enhancements for writing				
	Writing feelings and post in feelings box.  Writing notes home to family.  Oral storytelling scribed by the teacher.	Day-time and night-time words.  Owl Speech and thought bubbles from baby owls.  Writing cards/ notes/ messages.  Diagrams and factsheets about people.  Speech/thought bubbles.	Wanted Posters.  Shared writing about the Superheroes. "What we know, what we would like to find out, what we found out".  Oral storytelling scribed by the adult.  Writing captions to go with the pictures from story.  Speech/thought bubbles for the characters.	Label and write captions.  Fact files about people who help us.  Write a postcard to and letter to and from friends.  Writing for the role play area prescriptions, messages.  Oral storytelling scribed by the teacher.  Writing new pages for additional animals based on 'The Zoo Vet'.  Recall parts of the story. Speech bubbles and thought bubbles from characters in story.  Shared writing 'How to trap a giant'.  Writing questions to Jack and the Giant.  Labelling diagram of plants.	Acrostic poems.  Make and write Birthday cards, invitations and gift tags.  Pirate Passports.  Lists, signs and banners for a great feast.  Write or dictate own versions of the story.  Making maps.
Maths <ul style="list-style-type: none"> <li>▪ Number</li> <li>▪ Numerical Pattern</li> <li>▪ Shape and Space</li> </ul>	<p><b>We aim to become... <i>Masters of Maths</i> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</b></p> <p><b>Number:</b> To be competent to use the maths rich continuous provision and adult led teaching to demonstrate a deep understanding of numbers to 10, including the composition of each number by;</p> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>▪ Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Counting from different starting points. Learning, singing, using in role play and reciting number rhymes and stories.</li> <li>▪ Be confidence in putting numerals in order - 0 to 10 (ordinality)</li> </ul>				

# EYFS Long Term Overview 2024-25

- Understand the 'one more than/one less than' relationship between consecutive numbers.

## **Cardinality**

- Be able to subitise numbers to five. Identify patterns of numbers within objects and pictures. Using opportunities of amounts in the environment outside and inside as well as maths resources including 10 frames, counters and rekenrek.
- Matching the numeral with a group of items to show how many there are (up to 10).
- Accurately counting out up to 10 objects from a larger group and counting objects, actions and sounds. Using one to one correspondence and saying the numbers in order and matching one number name to each item. Saying how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – appreciating that the last number of the count indicates the total number of the group. This is the cardinal counting principle.

## **Composition**

- Be aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
- Conceptually able to subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.
- In practical activities, adds one and subtracts one with numbers to 10. Beginning to be able to explore and work out mathematical problems, using signs and strategies of their own choice.
- 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. Using opportunities that arise e.g. there are 5 of us, 3 of us have clipboards how many more do we need?

## **Numerical Patterns:**

To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond.

## **Comparison**

- Use number names and symbols when comparing numbers and showing interest in numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Use the vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' when discussing amounts and numbers and when estimating a number of things, showing understanding of relative size.
- Use concrete objects to explore and represent patterns (numbers up to 10) including odd and even numbers, double facts and sharing.

# EYFS Long Term Overview 2024-25

	<p><u>White Rose Maths</u> <b>Getting to know you</b></p> <p><b>Just like me</b> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)</p>	<p><u>White Rose Maths</u> <b>It's me 1, 2, 3!</b> Representing 1, 2,3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness)</p> <p><b>Light and dark</b> Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (shapes with 4 sides) Measurement – Time (night and day)</p>	<p><u>White Rose Maths</u> <b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time</p>	<p><u>White Rose Maths</u> <b>Building 9 and 10</b> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2)</p> <p><b>Consolidation</b></p>	<p><u>White Rose Maths</u> <b>To 20 and beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1)</p> <p><b>First, then, now</b> Adding more Taking away Spatial reasoning (2)</p>	<p><u>White Rose Maths</u> <b>Find my pattern</b> Doubling Sharing and grouping Even and odd Spatial reasoning (3)</p> <p><b>On the move</b> Deepening understanding Patterns and relationships Spatial reasoning (4)</p>
	<p><b>White Rose materials will be supplemented by other resources and planning ideas including NCETM (Mastering Number) and Karen Wilding.</b></p>					
	Daily Routines	Self-Registration (10 frame), calendar, time table, book voting				
	Busy Learning	Practise taught skills. Use and apply taught skills in real life situations, message centre (read and write secret symbols and passcodes). 'What do you notice? What do you wonder?'				
	Story/Song Time	Practise taught skills, 'What do you notice? What do you wonder?'				
<p>Understanding the World (RE, History, Geography, Science, Computing)</p> <ul style="list-style-type: none"> <li>▪ People, Culture and Community.</li> <li>▪ The Natural World.</li> <li>▪ People and places</li> </ul>	<p><b>We aim to become... Exceptional Explorers who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. And... Compassionate Citizens who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.</b></p> <p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>▪ Talking and commenting on images, books and objects that show familiar past events and discuss the similarities and differences based on their experiences.</li> <li>▪ Using class texts to explore past and present e.g. pirates, castles and characters.</li> <li>▪ Discussing when the story takes place and the similarities and differences.</li> </ul> <p><b>People, culture and communities:</b></p> <ul style="list-style-type: none"> <li>▪ Use introduced vocabulary to describe their immediate environment including place names. Being able to interpret and identify areas on a simple map and attempt to draw their own, using observations, stories and non-fiction text.</li> </ul>					

# EYFS Long Term Overview 2024-25

	<ul style="list-style-type: none"> <li>Be confident to share details about their family and community and make comparisons with other families and communities. Drawing on real life experiences and books. Joining in with SMSC discussions and RE learning and understanding similarities and differences between religious and cultural communities and how they celebrate special times in different ways. Using these discussions and experiences in their play.</li> <li>Be able to compare and contrast differences and similarities in life in this country and others, using knowledge and vocabulary gained through stories and texts, maps, pictures and videos and discussions.</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Be curious to explore the natural world and use their senses to investigate hands on experiences including natural processes e.g. ice melting, changing of the seasons.</li> <li>Understand how to care for the natural environment.</li> <li>Make close observations of animals and plants and draw pictures including details observed and being able to articulate using introduced vocabulary including the name of plants and animals.</li> <li>Join in with discussions comparing the features of our immediate environment with those of others (local, national and the world) by drawing on first hand experiences, information from books, videos and pictures.</li> </ul>					
	RE – Being Special: Where do we belong?	RE – Incarnation: Why do Christians perform Nativity plays at Christmas?	RE – What times/stories are special and why?	RE – Why do Christians put a cross in an Easter Garden?	RE – God/Creation: Why is the word 'God' so important to Christians?	RE – What places are special and why?
Understanding the World <ul style="list-style-type: none"> <li>Character, setting, event from the past</li> </ul>		Guy Fawkes		Florence Nightingale	Launceston Castle	
	Busy Learning	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story/Song Time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
Technology	To engage with age appropriate software.	To explore the use of technology as a means of capturing images.	To explore programming using bee bots.	To use technology to promote speaking and listening.	To use technology as a research tool.	To produce our own images and videos.

# EYFS Long Term Overview 2024-25

	Torches for dark reading den.  IWB and I Pads	Use of I-Pad as a camera.	Bee-bots	Using the recordable devices to record.  Introduce Talking telephones for Role Play.	Using iPads for research.	Using the I-pads, recordable devices to tell new intake what our class is like.
Expressive Arts and Design <ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being Imaginative and Expressive</li> </ul>	<p><b>We aim to become...<i>Proud Performers</i> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. And <i>Dynamic Designers</i> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</b></p> <p><b><u>Creating with Materials:</u></b></p> <ul style="list-style-type: none"> <li>Plan what they are going to create and how they will go about it – part of their play project.</li> <li>Experiment with combining a range of materials and to consider how problems can be overcome. Thinking about the best way to join materials e.g. tape, different sorts of glue, tags, string etc.</li> <li>Experiment with colour mixing to produce different colours e.g. powder paint, poster paint and watercolours.</li> <li>Independently use processes to shape materials e.g. scissors, tearing, sawing.</li> <li>Creating collaboratively, sharing ideas, resources and skills.</li> <li>Creatively use props and materials (loose parts that can symbolise different things) to role play characters and situations whilst collaborating with others.</li> <li>Review their creations and talk about them (part of the play project cycle).</li> <li>Being involved and concentrating.</li> <li>Keeping on trying.</li> <li>Enjoying achieving what they set out to do.</li> </ul> <p><b><u>Being imaginative and expressive:</u></b></p> <ul style="list-style-type: none"> <li>Know and join in with a collection of songs, rhymes and dances and perform them as part of the class, groups and individually.</li> <li>Introduces a story or narrative to their play. Drawing on experiences, stories and narratives used in class and beyond. Recounting, adapting and inventing stories and narratives.</li> <li>Joining in and acting out experiences with others. Keeping play going and considering others.</li> </ul>					
	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Possible Enhancements:					
Collage of Elmer.  Patchwork people.	Owl paintings and puppets.	Wild Tribe	Still life drawings/paintings of plants and flowers.	Exploring working with paint on different surfaces and in different	Mixing colour more purposefully to make a waterscape and then	

# EYFS Long Term Overview 2024-25

	<p>Basic mark-making using one colour.</p> <p>Naming and using primary colours.</p> <p>Experimenting with variety of tools.</p>	<p>Transient art, Night pictures and natural collages.</p> <p>Explore Van Gogh's "Starry Night" and create own images.</p> <p><b>Rangoli Patterns.</b></p> <p><b>Use clay to mould Diva Lamps.</b></p> <p>Firework dances.</p> <p>Painting simple shapes and filling with colour.</p>	<p>Informal colour mixing</p> <p>Naming, mixing and using secondary colours.</p>	<p>Creating mini-beasts using different mediums (paint, collage, transient art).</p>	<p>ways Painting without tools.</p> <p>Beginning to predict the end result when mixing colouring.</p>	<p>adding more detail to paintings in a number of sessions.</p>
D and T (joining)	Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour		Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler		High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
Music	Charanga – Me!	Charanga – My Stories	Charanga - Everyone	Charanga – Our World	Charanga – Big Bear Funk	Charanga – Reflect, Rewind and Replay
<b>Metacognitive Skill Progression</b>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring, and organising information and ideas: Pose questions <i>Pose factual and exploratory questions based on personal interests and experiences</i></p> <p><u>Evaluation</u></p> <p>Analysing, synthesising and</p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Listen to an adult or peer describing the visual features of a text, diagram, picture, or multimedia</i></p> <p><u>Monitoring</u></p> <p>Reflecting on thinking and processes element: Thinking about thinking (metacognition)</p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas: <i>Identify and describe familiar information and ideas during a discussion or investigation</i></p> <p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Consider alternatives</p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Use imagination to view or create things in new ways and connect two things that seem different</i></p> <p><u>Evaluation</u></p> <p>Analysing, synthesising and evaluating reasoning and procedure element: Apply logic and reasoning.</p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information: <i>Gather similar information from given sources</i></p> <p><u>Evaluation</u></p> <p>Analysing, synthesising and evaluating reasoning and procedure element: Evaluate procedures and outcomes.</p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Predict what might happen in a situation and when putting ideas into action</i></p> <p><u>Monitoring</u></p> <p>Reflecting on thinking and processes element: Transfer knowledge into new contexts. <i>Connect information from one setting to another</i></p>

## EYFS Long Term Overview 2024-25

	evaluating reasoning and procedure element: Draw conclusions and design a course of action. <i>Share their thinking about possible courses of action</i>	<i>Describe what they are thinking and give reasons why</i>	<i>suggest alternatives and creative ways to approach a given situation or task</i>  <u>Monitoring</u> Reflecting on thinking and processes element: Reflect on processes. <i>Identify the main elements of the steps in a thinking process</i>	<i>Identify the thinking used to solve problems in given situations</i>	<i>Check whether they are satisfied with the outcome of tasks or actions</i>	
<b>Off Site Enrichment</b>				Eden?	Castle Visit	Beach Trip
<b>Internal Enrichment</b>	Elmer parade	Decorations Day Nativity	Wild Tribe Superhero enrichment day.	Wild Tribe Gardening	Wild Tribe	Wild Tribe Sport's Day