

School: St Stephens Community Academy							
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Shared with Curriculum Leaders:				Name/ Signature/ Date:			
Monitored by Curriculum Leader: To ensure subject coverage and weighting.				Name/ Signature/ Date:			
<b>INTRODUCTION / AIMS</b> <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.  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.  <b>We use our role of key person to help ensure that every child’s care is tailored to meet their individual need, to help them become familiar with their setting and to build strong relationships. We design our environment to offer opportunities for learning and development for each unique child, responding to each of their individual needs and interests, through assessment and planning. Reflecting on the characteristics of effective learning can help the key person to adapt their practice appropriately for the individual child, adjusting both the continuous provision and planned activities. Good communication with the child’s caregivers can help to deliver a holistic approach, paying attention to all the child’s needs to build a strong foundation of learning in readiness for school.</b>  <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.							
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

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/Possible Themes/Interests/Lines of Enquiry  <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>		<b>(Who Am I?)</b> <b>Pre-school rules and routines</b> <b>My family – Who is important to me, feeling settled</b> <b>PSED focus - What am I good at?</b> <b>How do I make others feel?</b> <b>Being kind / staying safe</b> <b>Bonfire night celebrations</b> <b>The Little Red Hen – Harvest</b> <b>The Nativity</b> <b>Christmas Lists</b> <b>Letters to Father Christmas</b> <b>Noticing the weather</b>	<b>Transport</b> <b>People who help us</b> <b>Arts &amp; Design focus</b> <b>A Starry Night</b> <b>Van Gogh</b> <b>Chinese New Year</b> <b>Weather/Climate</b> <b>Reduce, Reuse &amp; Recycle</b> <b>Being healthy</b> <b>Attitudes to exercise and healthy eating</b> <b>Healthy routines</b> <b>Easter</b>	<b>What lives in our field?</b> <b>Life cycles</b> <b>Farm animals (Growing!)</b> <b>The great outdoors</b> <b>Plants &amp; Flowers</b> <b>Planting beans/seeds</b> <b>(Look How Far we have Come)</b> <b>Comparing places</b> <b>Weather</b>
<b>Key Texts</b>  Not an exhaustive list	Fiction	'Owl Babies' 'The Little Red Hen' 'Pumpkin Soup' 'Colour Monster' 'Monkey Puzzle' 'Giraffes can't Dance' 'Kindness makes us Strong' 'Amazing'	'That's Not My' 'The Very Lazy Ladybird' 'Where's Spot' 'Room on the Broom' 'Brown Bear, Brown Bear' 'Dear Zoo' 'Oliver's Garden' 'Where's my Teddy' 'Where's Lenny?' 'Lulu loves the Library'	'My Monster and Me' 'Handa's Surprise' 'Jasper's Beanstalk' 'The Very Hungry Caterpillar' 'We're Going on a Bear Hunt' 'We're going on a lion Hunt' 'My First Animal Signs' 'The Koala Who Could' 'Hugless Douglas' 'Rosie's Walk'
	Non-fiction	The Story of Christmas	'Job's people do' 'Flip Flap Body Book'	'Farm animals' 'Caterpillar Butterfly'
Possible Enhancements:				
		Toothbrush Club Christmas performance Story Box by Reverend Alison Soup Making Wild Tribe	Toothbrush Club Class F visits to use mud kitchen Launceston Library weekly visit Wild Tribe Bikeability	Toothbrush Club Launceston Library weekly visit Class F visits Wild Tribe Sports Day

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	Launceston Library weekly visit Bikeability		Cooking Time		Grow and care for caterpillars. Grow and care for tadpoles. Bikeability Cooking Time	
Communication and Language	<p><b>We aim to become... <b>Confident Communicators</b> who can link up to 5 words together and use, pronouns, prepositions and plurals. who can listen carefully, hold a conversation with friends and adults, ask and understand ‘why’ questions and form sentences of up to 6 words using a wide vocabulary.</b></p> <p><b>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</b></p>					
2 - 3 years  Listening, Attention, and Understanding Speaking	Opportunities for singing, music and toys that make sounds  Developing use of single words during play through adult interactions	Listens to and enjoys rhythmic patterns in rhymes and stories  Developing ability to put 2/3 words together	Start to say how they are feeling, using words as well as actions (Begin to express themselves)  Beginning to ask simple questions	Start to develop conversation, often jumping from topic to topic. Confidently put 2/3 words together.  Identifies action words by following simple instructions e.g. who is jumping?	Begin to understand more complex sentences, e.g. go to the toilet then put on your boots.  Listen to simple stories and understand what is happening, with the help of the pictures.	Use language to share feelings, experiences and thoughts.  Understanding of simple concepts, fast / slow good/bad  Understanding the use of objects. – what do we use to cut

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3 – 4+ years  Listening, Attention, and Understanding  Speaking	Listening to stories and begin to recall information  Developing listening skills	Sing Songs and Talk about familiar stories	Developing vocabulary  Asking and answering questions	Asking and answering questions  Developing sentence length	Express a point of view  Use talk to organise ideas and play	Confident in listening to others and responding  Developing speaking audibly
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions during play, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and speech interventions.						
Registration and Circle times	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings. Poems (learn a new poem each half term) Nursery Rhyme / Storytime (One Focus Nursery Rhyme or Story alternate weeks) WellComms (activities planned daily)					
Daily routines	Practice using new vocabulary, develop social phrases, engage in communication with friends and adults, sing songs, Makaton sign, explain ideas and thoughts, engage in and talk about books, retell stories/poems and create their own.					
Busy Learning	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs. Engage in communication with friends and adults.					
<b>PSED</b> <i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>	<p><b>We aim to become...Independent Individuals who is able to separate from their main carer, enjoy new routines and begin to be independent in self-care. who has become increasingly independent and can make good choices about food, drink, exercise and tooth brushing. And Fantastic Friends who enjoys the company of other children and is beginning to have friends. who can listen carefully, hold a conversation with friends and adults, ask and understand 'why' questions and form sentences of up to 6 words using a wide vocabulary.</b></p> <p style="text-align: center;"><b>St Stephens 3 School Rules:</b>  <b>Rule 1-</b> Follow instructions with thought and care  <b>Rule 2 -</b> Show good manners at all times  <b>Rule 3-</b> Care for everyone and everything</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

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SCARF	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
	<ul style="list-style-type: none"> <li>Marvelous Me!</li> <li>I'm special</li> <li>People who are special to me</li> </ul>	<ul style="list-style-type: none"> <li>Me and my friends</li> <li>Friends and family</li> <li>Including everyone</li> </ul>	<ul style="list-style-type: none"> <li>People who help me and keep me safe</li> <li>Safety Indoors and Outdoors</li> <li>What's safe to go into my body</li> </ul>	<ul style="list-style-type: none"> <li>Looking after myself</li> <li>Looking after others</li> <li>Looking after my environment</li> </ul>	<ul style="list-style-type: none"> <li>What does my body need?</li> <li>I can keep trying</li> <li>I can do it!</li> </ul>	<ul style="list-style-type: none"> <li>Growing and changing in nature</li> <li>When I was a baby</li> <li>Girls, boys and families</li> </ul>
2 - 3 years Self-Regulation Managing Self Building Relationships	<p>Finding ways of managing transitions, for example from their parent to their key person</p> <p>Interested in their own and others physical characteristics e.g. pointing to features</p>	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</p> <p>Beginning to express preferences and decisions.</p>	<p>Experiments with what their body can do by setting themselves physical challenges</p> <p>Developing an understanding/interest in differences e.g. in gender, ethnicity and ability</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p> <p>Begin to use 'you, me and I' in talk</p>	<p>Show empathy and concern for people who are special to them</p> <p>Knows their own name, their preferences and interests, becoming aware of unique abilities</p>	<p>Seeks out others to share experiences</p> <p>Beginning to be able to cooperate in favourable situations</p>
3 – 4+ years Self-Regulation Managing Self Building Relationships	<p>Talk about feelings e.g. happy and sad</p> <p>Identify feelings in others</p> <p>Select and use resources</p>	<p>Develop a sense of community and responsibility</p> <p>Show increasing confidence in social situations</p>	<p>Developing ways to solve conflicts</p> <p>Shows understanding of rules and why they are important</p>	<p>Develop ways of being assertive</p> <p>Develop independence in managing own care needs</p>	<p>Develop play with others</p> <p>Show increasing confidence in social situations</p>	<p>Demonstrate developing confidence in new situations</p> <p>Independent dressing and self-care making healthy choices</p>
Daily Routines	<p>Oral hygiene: teeth cleaning linked to the dental nurse, Handwashing, Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules, Independence: selecting and putting back own belongings</p>					

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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 Time	Experience, explore and talk about positive relationships, feelings and emotion, diversity
Physical Development Gross Motor Fine Motor	<p><b>We aim to become...</b> <b>Amazing Athletes</b> who is a confident climber, can catch a large ball and pedal a tricycle. <b>who can move in a variety of ways during play and use a variety of equipment appropriately.</b> <b>And a Talented Tool Users</b> who is a confident climber, can catch a large ball and pedal a tricycle. <b>who can move in a variety of ways during play and use a variety of equipment appropriately.</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><u>Gross Motor</u>            Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects            Balance on one foot for a short time            Be able to climb up/ walk across/ jump off climbing equipment with support            Be able to throw and catch a large ball            Run in a straight line            Confidently ride the bikes            Sit on balance bikes and scoot self along            Gallop (pre-skipping)            Large up and down/ circular movements</p> <p><u>Fine Motor</u>            Cut a straight line with some accuracy            Digging , scooping, pouring :- Sand/water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc)            Able to use a spoon to feed self/ cups to drink            Paint brushes / chalks – large movements – circular, up and down :-            smaller paintbrushes/ smaller sheets of paper/ ground</p>

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	<p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</p> <p>Pegs onto paper plates/ material</p> <p>Thread large beads onto lace/ lacing cards</p> <p>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes</p>					
	<p>Making snips with paper :- Practise tearing paper</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes – large movements – circular, up and down :- large paintbrushes/ large sheets of paper/ ground</p> <p>Use tweezers to pick up/ move large objects i.e. pasta</p> <p>Thread large objects onto pipe cleaners</p> <p>Using a variety of tools to manipulate play dough</p> <p>Using glue spreaders</p> <p>Pencil control :- Mark making using tools such as chunky</p>	<p>Making snips with paper :- Practise opening and closing blades on play dough etc.</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes – large movements – circular, up and down :- large paintbrushes/ smaller sheets of paper/ ground</p> <p>Use tweezers to pick up/ move large objects i.e. pompoms</p> <p>Thread large objects onto pipe cleaners</p> <p>Using a variety of tools to manipulate play dough</p> <p>Using glue spreaders</p>	<p>Making snips with paper :- Practise snipping, using foam sheets etc, moving onto lines drawn on sugar paper</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes / chalks – large movements – circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground</p> <p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</p> <p>Thread large beads onto lace</p>	<p>Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes / chalks – large movements – circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground</p> <p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</p> <p>Thread large beads onto lace</p> <p>Using a variety of</p>	<p>Making snips with paper :- Promote activities to strengthen bilateral coordination i.e. lacing cards</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc )</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground</p> <p>Use tweezers to pick up/ move smaller objects i.e. Small</p>	<p>Cut a straight line with some accuracy</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc )</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground</p> <p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</p> <p>Pegs onto paper plates/ material</p>

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	chalks, mark makers in sand etc, predominantly using fist grip.	Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.	Using a variety of tools to manipulate play dough Using glue spreaders Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines	tools to manipulate play dough Using glue spreaders Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines	pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes	Thread large beads onto lace/ lacing cards Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Begins to recognise danger and seeks the support and comfort of significant adults		Go up steps and stairs, or climb up apparatus, using alternate feet. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Show a preference for a dominant hand Make healthy choices about food, drink, activity and toothbrushing	
Daily Routines	Begin to hold and use a knife and fork correctly, understand about healthy eating, Dough Disco, Wake and Shake, Toileting.					



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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.					
Healthy Movers / Bikeability	Develop strength, balance and co-ordination.					
Literacy	<p><b>We aim to become...Brilliant Bookworms</b> who can share a book with an adult and is beginning to have some favourites. <b>who enjoy looking at books, listening to stories and engaging in conversations about stories they have heard. And Wow Writers</b> who can experiment with their mark making and is starting to give meaning to them. <b>who shows more control in their mark making and is able to write some letters accurately.</b></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
2 - 3 years Word Reading Writing Comprehension	<p>Enjoys songs and rhymes tuning in and paying attention</p> <p>Copy finger movements and other gestures</p> <p>Pay attention and responds to the pictures or the words in books</p> <p>Enjoy making marks freely</p>	<p>Enjoys sharing books with an adult</p> <p>Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat</p> <p>Enjoys listening or joining in with words of familiar songs and nursery rhymes</p> <p>Pay attention and responds to the pictures or the words in books</p>	<p>Has favourite books and seeks them out, to share with an adult</p> <p>Repeat words and phrases from familiar stories</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough</p>	<p>Ask questions about the book. Makes comments and shares their own ideas</p> <p>Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Develop play around favourite stories using props</p> <p>Beginning to join in with conversations about stories and learn new vocabulary</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes</p>

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		Enjoys making marks freely	and through using touch-screen technology	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."		independently, for example, singing whilst playing  Repeat words and phrases from familiar stories  To begin to make marks independently.
3 – 4+ years Word Reading Writing Comprehension	<p>Enjoys making marks independently</p> <p>Joins in with a range of Nursery Rhymes, jingles and songs</p> <p>To be able to enjoy stories with adults, sometimes in a small group</p> <p>To begin to develop play around favourite stories using props</p> <p>Discriminates between different sounds.</p>	<p>Begin to count or clap syllables</p> <p>Develop use of some story language</p> <p>Learns new vocabulary from texts and topics</p> <p>Develop understanding of concepts e.g. same/different</p> <p>Joins in naming pictures in RWI</p>	<p>Develop language of direction (up down, round, and back)</p> <p>Can access a wide range of mark making materials in class and in the outdoor provision</p> <p>Makes marks using a range of materials</p> <p>Imitate writing in play situations e.g. shopping lists, parking tickets</p> <p>Joins in naming pictures in RWI</p>	<p>Talks about the different parts of a book</p> <p>Discriminates between different sounds (animal)</p> <p>Recognises rhyming words in games, stories and poems.</p> <p>Recognises familiar logos and labels in the environment</p> <p>To know that text has meaning.</p> <p>Joins in naming pictures in RWI</p>	<p>Develops Understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>-Page sequencing</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> <p>Makes predictions about stories</p> <p>Joins in with daily RWI sessions learning 1 to 2 sounds per week.</p>	<p>Joins with oral blending and segmenting games.</p> <p>Begins to blend and segment CVC words</p> <p>Joins in with shared writing experiences and contributes ideas</p> <p>Recognises rhymes and alliteration</p> <p>Recognises initial sounds in words</p> <p>Recognises name</p> <p>Write some or all of my name</p>

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	<p>Talks about pictures in books</p> <p>Begins to join in naming pictures in RWI</p>			<p>Begin to recognise their name</p>	<p>Talks about different parts of a story. (Beginning, middle, end)</p> <p>Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Write some letters accurately</p> <p>Joins in with daily RWI sessions learning 1 to 2 sounds per week.</p>
Read Write Inc	<p>Read Write Inc terminology and resources are introduced in the environment and by adults working with the children. We introduce Fred Talk and adults model the silent signals.</p> <p><b>**Introducing Set 1 sounds in the Summer Term to those children who are developmentally ready.</b></p>					
Daily Routines	<p>Phonological awareness, orally blend and segment (Fred talk), identify rhyme and continue a rhyming strong, count syllables, discriminate between sounds, Book voting.</p>					
Busy Learning	<p>Mark making opportunities. Story book / Nursery Rhyme theme tuff tray. Independently looking at books. Logos in the role play. Recognising names.</p>					
Story/Song time/Poems	<p>Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.</p>					
<p>Maths</p> <p>Number</p> <p>Numerical Pattern</p> <p>Shape and Space</p> <p><i>NB: These statements have been split for extra focus but will be revisited throughout</i></p>	<p><b>We aim to become...Masters of Maths who is discovering numbers in play and enjoys counting in everyday contexts. who is confident counting up to 5 and likes to represent numbers using marks, symbols or fingers.</b></p> <p><b>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for</b></p>					

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<p><i>the year in maths rich continuous provision and progression will be determined by assessment</i></p>	<p><b>children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</b></p> <p><b>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</b></p>					
<p>2 – 3 years</p>	<ul style="list-style-type: none"> <li>• Colours Red Blue Yellow</li> <li>• Colours Green Purple Mix of colours</li> <li>• Match Buttons and colours Matching towers Matching shoes</li> <li>• Match number shapes Match shapes Pattern handprints – big and small</li> <li>• Sort Colour Size Shape</li> <li>• Say some number names randomly</li> <li>• Take part in finger rhymes/counting rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Number 1 Subitising Counting Numeral</li> <li>• Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes</li> <li>• Number 2 Counting Numeral</li> <li>• Pattern AB Colour patterns AB Outdoor Patterns</li> <li>• Combine objects like stacking blocks and cups. Put objects inside others and</li> </ul>	<ul style="list-style-type: none"> <li>• Number 3 Subitising</li> <li>• Number 3 <b>3 Little pigs</b> 1:1 counting Numerals/Triangles</li> <li>• Number 4 1:1 counting Numerals Squares/rectangles</li> <li>• Number 4 Composition of 4</li> <li>• Number 5 1:1 counting Numerals Pentagon</li> <li>• Count in everyday contexts, sometimes skipping</li> </ul>	<ul style="list-style-type: none"> <li>• Number 5 Composition of 5</li> <li>• Consolidate 1 – 5</li> <li>• Height &amp; Length Tall and short Long and short Tall/long and short</li> <li>• Mass Relate to books <b>3 little pigs goldilocks</b></li> <li>• Capacity</li> <li>• Developing understanding of positional language</li> <li>• Recites numbers in sequence 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Positional</li> <li>• Language More than/fewer than</li> <li>• Shape – 2D</li> <li>• Revisit pattern from Autumn</li> <li>• Shape – 3D Revisit pattern from Autumn</li> <li>• Recognise some numerals of personal significance.</li> <li>• Selects a small number of objects from a group when asked</li> </ul>	<ul style="list-style-type: none"> <li>• Number composition 1 – 5 Revision</li> <li>• What comes after?</li> <li>• What comes before?</li> <li>• Numbers to 5</li> <li>• Exploring shapes in play</li> </ul>

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		take them out again <ul style="list-style-type: none"> <li>Build with a range of resources</li> </ul>	numbers - '1-2-3-5.' <ul style="list-style-type: none"> <li>Recites some number names in sequence</li> </ul>			
3 – 4+ years	<ul style="list-style-type: none"> <li>Colours Red Blue Yellow</li> <li>Colours Green Purple Mix of colours</li> <li>Match Buttons and colours Matching towers Matching shoes</li> <li>Match number shapes Match shapes Pattern handprints – big and small</li> <li>Sort Colour Size Shape</li> <li>Sort What do you notice? Guess the rule</li> <li>Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.</li> </ul>	<ul style="list-style-type: none"> <li>Number 1 Subitising Counting Numeral</li> <li>Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes</li> <li>Number 2 Counting Numeral</li> <li>patterns Extend AB Outdoor Patterns AB Movement Patterns</li> <li>Fix my Pattern Extend ABC Colour patterns Extend ABC Outdoor Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Number 3 Subitising</li> <li>Number 3 <b>3 Little pigs</b> 1:1 counting Numerals/Triangles</li> <li>Number 4 1:1 counting Numerals Squares/rectangles</li> <li>Number 4 Composition of 4</li> <li>Number 5 1:1 counting Numerals Pentagon</li> <li>Using prepositions in their play and games</li> <li>Talk about routes and locations</li> </ul>	<ul style="list-style-type: none"> <li>Number 5 Composition of 5</li> <li>Consolidate 1 – 5</li> <li>Number 6 Introduce 10 frame</li> <li>Height &amp; Length Tall and short Long and short Tall/long and short</li> <li>Mass Relate to books <b>3 little pigs goldilocks</b></li> <li>Capacity</li> <li>Link numbers to amounts</li> <li>Ordering</li> <li>Combining shapes to make pictures or patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing</li> <li>Positional</li> <li>Language More than/fewer than</li> <li>Shape – 2D</li> <li>Revisit pattern from Autumn</li> <li>Shape – 3D Revisit pattern from Autumn</li> <li>Recognise some numerals of personal significance.</li> <li>Exploring measures</li> <li>Heavy/ light</li> </ul>	<ul style="list-style-type: none"> <li>Number composition 1 – 5 Revision</li> <li>What comes after?</li> <li>What comes before?</li> <li>Numbers to 5</li> <li>Exploring shapes in play</li> <li>Realises that not just objects can be counted</li> </ul>

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	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul>	<ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again</li> <li>Build with a range of resources</li> <li>Showing number on fingers</li> </ul>				
Key Texts or Rhymes	<b>1, 2, 3 Do the Dinosaur Roar</b> Once I caught a Fish Alive 1 potato, 2 potato 5 Speckled Frogs 5 Little Ducks 5 Currant Buns 5 Sausages	1 Finger 1 Thumb 1, 2 Buckle My Shoe 2 Little Dickie Birds Head, Shoulders Zoom, Zoom, Zoom	3 Blind Mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers	<b>Goldilocks and the Three Bears</b> <b>3 Little Pigs</b> Alice the Camel Sing a Song of 6 Pence I'm a Little Bean 5 Cheeky Monkeys Swinging When Goldilocks went to the House of the Bears	<b>Three Billy Goats Gruff</b> 5 Little Men Humpty Dumpty 1 Elephant went out Ring-a-Roses London Bridge	<b>Handa's Hen</b> 1 Big Hippo Sleeping Bunnies 5 Cheeky Monkeys Jumping 5 Little Apples
Daily Routines	Counting, Matching, Calendar, Mastering Number					
Busy Learning	Practise taught skills. Use and apply taught skills in real life situations, 'What do you notice? What do you wonder?' Loose Parts. Den Building					
Story/Song Time	Practise taught skills, 'What do you notice? What do you wonder?' Key text props in continuous provision					
Understanding the World (RE, History, Geography, Science, Computing)	<b>We aim to become...Exceptional Explorers who can explore natural materials and knows the things that make them similar and different. who can show respect and care for the natural environment and all living things.</b> <b>And... Compassionate Citizens who can begin to be concerned for others and continue to make connections between the features of their family and other families. who can continue to develop positive attitudes about the differences between people, their religion and cultures.</b>					

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People, Culture and Community. The Natural World. People and places Character, setting, event from the past	<b>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</b>					
People and the present	Shows an interest in photographs of themselves and familiar people and objects  Identify where things belong in the environment Eg: where my bottle/coat/painting goes	Make observations about the immediate environment  In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Begin to make sense of my own life-story and family's history  Show an interest in different occupations (Eg: firefighters/nurse/police officers) Curious about people and show interest in stories about themselves and their family	Beginning to notice changes in my environment  Talk about environments in stories  Talk about places I have visited (e.g.: the park/Tesco) Follow positional language instructions	Notice some similarities and differences that connect them to, and distinguish them from, others  Talk about places in and around school	Talk about what they were like when a baby and how much they've changed/grown  Use simple positional language  Beginning to talk about and describe changes in my environment
RE / Cultures	Harvest	Hinduism: Diwali Advent/Christmas	St Piran Chinese New Year	Easter	Develop positive attitudes to people and their differences  Window into someone else's world	Develop positive attitudes to people and their differences  Window into someone else's world
History	To be able to identify similarities and differences between	To know that everyone has a birthday and they are usually celebrated in	Children to talk about significant events in their life.	Children to talk about significant events in their life.	Children to talk about significant events in their life with confidence.	Children to talk about significant events in their life with confidence

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	<p>themselves and peers.</p> <p>To make self-portraits.</p> <p>Children to begin to talk about significant events in their life.</p>	<p>a similar manner around the world.</p> <p>Children to begin to talk about significant events in their life. e.g. Bonfire Remembrance Day</p>	<p>To use senses to explore the world around them.</p>			
Geography	<p>Talk about where vegetables grow?</p> <p>Look at the different places food comes from.</p>	<p>Looking at India, making comparisons.</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.</p>	<p>Explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).</p>	<p>To know that there are different countries in the world and talk about the differences they have experiences or seen in photos</p>	<p>To know that there are different countries in the world and talk about the differences they have experiences or seen in photos</p>
Science	<p>To use senses to explore the world around them.</p> <p>Explore what happens to food when it's cooked.</p>	<p>To use senses to explore the world around them.</p> <p>To try new foods and explore taste.</p>	<p>To be able to talk about their body parts and what the function is of each part.</p> <p>Talk about habitats and make some.</p>	<p>To be able to talk about their body parts and what the function is of each part.</p> <p>Talk about the different types of weather.</p>	<p>Talk about the life cycle of a plant and animals.</p> <p>Listen to stories such as Jaspers and the Beanstalk and talk about plants.</p> <p>Plant their own seeds and check how the plants grow.</p>	<p>Make comparisons between habitats of farm animals and wild animals.</p> <p>To listen to rhymes and talk about where eggs/wool come from and talk about what we use these for.</p>
Technology	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects</p>	<p>Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>Plays with water to investigate 'low technology' such as washing and</p>	<p>Operate simple equipment e.g. turn on CD player or use a remote control.</p>	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects</p>	<p>Age-appropriate apps on the</p>



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	such as sound, movement or a new image		cleaning. Uses pipes, funnels and other tools to carry and transport water from one place to another		such as sound, movement or a new image	Interactive WB and iPad.
Daily Routines	Know the setting and where everything belongs. Take pride in their belongings and environment. Respect each other's differences. Celebrate one another's achievements.					
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.					
Expressive Arts and Design (Art, DT and Music) Creating with Materials Being Imaginative and Expressive	<p><b>We aim to become... Proud Performers</b> who can enjoy and take part in action songs and is beginning to sing along. who enjoys singing well known songs and can create their own, sometimes using movement to express themselves.</p> <p><b>And Dynamic Designers</b> who can express their ideas and feelings using paint, dance and their bodies. who can choose the materials and resources to make their creations and express their ideas.</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					

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2 - 3 years Creating with materials Being Imaginative	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play  Enjoys and responds to playing with colour in a variety of ways
3 - 4+ years Creating with materials Being Imaginative	Colour awareness and mixing  Make simple models which express their ideas	Listen to sounds with increasing attention  Join different materials and explore different textures  Develop pretend play	Develop small world imaginative play  Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Develop stories using small world equipment like animal sets, dolls and dolls houses etc  Develop pretend play with others  Use available resources as props	Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  Explore colour and how colour can be changed	Develop pencil and tool control to create complex and detailed pictures.  Safely use and explore lots of different tools such as hammers, scissors, hole punches and saws  Makes up stories when playing  Draws for a purpose
2 - 3 years Music	Explore their voices and enjoy making sounds.  Move and dance to music	Show attention to sounds and music (when you play different cultural/genre/temp o music etc.)	Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)	Join in with songs and rhymes, making some sounds.	Explore a range of sound-makers and instruments and play them in different ways.	Make rhythmical and repetitive sounds.  Enjoy and take part in action songs

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3 - 4+ years Music	Creates sounds by rubbing, shaking, tapping, striking or blowing	Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet	Remember and sing entire songs Pitch match songs  To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	Plays instruments with increasing control to express feelings and ideas  Move in a range of ways	Create their own songs and rhythms  Join in with simple songs from around the world.	Sings familiar songs e.g. pop songs, TV shows, rhymes, songs from home
Daily Routines	Work will be displayed in the classroom. Children to explain their work to others. Adults to model imaginative play.					
Busy Learning	Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.					
Story / Song Time	Singing songs linked to topic. Props for role-play linked to topic.					
Important to note:	Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.					
References	Development Matters (2021) Department for Education Mastering the curriculum Birth to 5 Matters (2021) Early Years Coalition					