

Kneesall C of E Primary School

EYFS Long Term Overview

School Value	Kindness		Courage		Faith	
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Me & My World New beginnings Autumn Weather Self/ family/school/community (invite visitors) School value - Kindness	Autumn Weather Celebrations/festivals Christmas School value - Kindness	Hot and Cold Winter Weather Chinese New Year School value- Courage	Spring/Easter Nursery rhymes Children's interests – dinosaurs, space etc. Or...Once upon a time.... School value- Courage	What a wonderful world Life cycles, gardens and growing Brackenhurst Visit/Local Area School value - Faith	Summer/weather Summer holidays (past and present) By the seaside/under the sea School value - Faith
Possible trips, visitors, events	Speakers for different occupations/from different places in community Dental nurse Autumn walk Harvest festival	Nativity trip – Perlethorpe Walk to post letter to Santa Christmas songs at local Care Home Christmas performance Fire service – fire safety talk	Walk of the local area Adopt a penguin/polar bear	Hatching eggs Spring walk Church visit Easter egg hunt	Brackenhurst/Old barn trip Life-cycle of a frog	Sports day Visit places of worship Care home visit Transition
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Possible stories Nursery	The three little pigs The very hungry caterpillar Oliver's vegetables My family	Goldilocks and the three bears The Nativity We're going on a bear hunt Lighting a lamp Dear Santa	Polar Bear, Polar bear Dear Zoo Little red riding hood The magic cooking pot Handa's Surprise	The Gingerbread man Three Billy goats gruff The Easter Story Elmer Where the wild things are	Jasper's Beanstalk Farmer duck Jack and the beanstalk Meg and Mog The enormous turnip Supertato	Rosie's Walk Oh, the places you'll go! Little rabbit foo foo Click clack moo Commotion in the Ocean
Possible stories Reception	Starting school Owl Babies/Harold finds a voice Once there were giants How to catch a star Noah's ark One Family	Lighting a lamp The first Christmas Mog's Christmas Kipper's Birthday Gunpowder Guy Ferdie and the falling leaves	We all went on safari Moses in the bulrushes Room on the broom Anna hibiscus' Song Handa's hen Lost and Found	The Easter Story Three Billy goats gruff On the way home The Gruffalo Farmer Duck Where the wild things are	Jack and the beanstalk The very hungry caterpillar Burglar Bill The giant jam sandwich Daniel in the lion's den The Extraordinary Gardener	Tiddler The Rainbow fish Six dinner Sid Whatever next Peace at last Jesus makes the lame man walk
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. <i>Use fair & unfair appropriately. (Diversity- Ongoing)</i> <i>Know how to reflect on their actions to be able to explain why they took the action they did when discussing 'myself. Use & understand the word because appropriately' (Cause & consequence – Ongoing)</i>		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
RHSE (Reception only)	Good to be me		Consent/PANTS		Online safety	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	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	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible	Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.



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	Link with UW keeping ourselves healthy.	PE focus Playground/circle games/gym	engaging in activities that involve a ball. PE focus Multi skills – co-ordination	amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. PE focus - dance	Develop the foundations of a handwriting style which is fast, accurate and efficient. PE focus gymnastics	PE focus Practising for sports day
Fine/gross motor - Nursery	Action songs	Squiggle while you wiggle – up and down movement (arches, circles, spirals)	Squiggle while you wiggle – side to side line (squares, diagonal, triangles)	Squiggle while you wiggle – wavy lines (spirals, figure of 8, circles, zig zag lines)	Dough disco	Dough disco
Fine motor - Reception	Dough disco	Dough disco/pen disco	Funky fingers (following pencil grip assessments)	Funky fingers (following pencil grip assessments)	Funky fingers (following pencil grip assessments)	Funky fingers (following pencil grip assessments)
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						
Literacy	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
In nursery opportunities for mark making will be provided throughout the environment	Reception – daily name writing. N & R – recognising and finding own name for self-registration.	Reception – daily name writing. N & R – recognising and finding own name for self-registration.	Reception – daily name writing. N & R – recognising and finding own name for self-registration.	Reception – daily name writing. N & R – recognising and finding own name for self-registration.	Reception – daily name writing. N & R – recognising and finding own name for self-registration.	Reception – daily name writing. N & R – recognising and finding own name for self-registration.
Phonics - Nursery	Nursery- recognising own name	Nursery- recognising own name, familiar print or letters from their name in other places	Nursery daily making name with variety of letters/resources	Nursery daily making name with letters	Nursery writing own name daily	Nursery writing own name daily – focus on formation
	Initial assessment - ECAT	Phase 1 aspect 1 Sound discrimination - environment	Phase 1 aspects 2-5 A2 Sound discrimination – instruments. A3 Sound discrimination – body percussion. A4 Rhythm and rhyme A5 Alliteration		Phase 1 aspect 5-7 A5 Alliteration A6 Voice sounds A7 Oral blending/Fred games	RWI set 1 pictures and sounds Fred games
Phonics (RWI)	Set 1 single sounds, learning to blend	Set 1 sounds, independent blending	Set 1 special friends, independent blending	Review set 1 SF, ditty sheets	Review set 1 SF/learn set 2, Red/green story books	Set 2 sounds, green/purple story books
Mathematics - Reception	Getting to know you Opportunities for settling in. Key times of day, class routines, exploring provision inside and out. Where do things belong? Positional language Just Like Me! Match & Sort Compare Amounts Compare Size, Mass and Capacity Exploring Pattern	It’s me 1,2,3 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles & Triangles Positional Language Light & Dark Representing numbers to 5 One more one less Shapes with 4 sides Consolidation	Alive in 5 Introducing 0 Comparing numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2) Growing 6,7,8 Combining 2 amounts Making pairs Length & Height Time	Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial Awareness Patterns Consolidation	To 20 & beyond Building Numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate First Then Now Adding More Taking Away Spatial Reasoning (2) Compose & Decompose	Find my Pattern Doubling Sharing & Grouping Even & Odd Spatial Reasoning (3) Visualise & Build On the Move Deepening Understanding Patterns & Relationships Spatial Reasoning (4) Mapping
Mathematics – Nursery	Counting songs and rhymes Colour Match Sort Pattern Shape	Counting songs and rhymes Number Counting Numerals Subitising Pattern Consolidation	Counting songs and rhymes Number Subitising Counting 1:1 Numerals Composition Consolidate 1-5	Counting songs and rhymes Number 6 Intro ten frame Measures Capacity Consolidation	Counting songs and rhymes Sequencing Positional language More than/fewer Shape 2-d & 3-D Revisit pattern	Counting songs and rhymes Number composition What comes after/before? Numbers to 5 Consolidation

RE	<p>Belonging: Who we are and who do we belong to? I can explore how I belong to a family unit at home and at school. How are we cared for and how can we care for others? How does caring help us feel wanted and part of a family?</p> <p>Key vocab Belong, Belonging, Care, Different, Family, Feelings, Friend, Love</p> <p>To know that everyone is different (Diversity)</p> <p>To know that we all have our own individual family background (Diversity)</p> <p>Know that we all have cultural & religious backgrounds & that these must be treated with respect & valued (Diversity)</p>	<p>What times are special and why? What are celebrations? What happens at a Harvest Festival? Why should we be thankful? Reflections from harvest festival- looking back at floor book and discussion.</p> <p>Understanding Christianity Incarnation “Why do Christians perform nativity plays at Christmas?”</p> <p>Key vocab Autumn, harvest, crops, food, thankful, celebrate. Nativity, celebrate, Bible, Bethlehem, birthday, Jesus, gold, frankincense, myrrh</p>	<p>Understanding Christianity Creation “Why is the word God so important to Christians?”</p> <p>Which people are special and why? Christians believe that miracles are an amazing thing Jesus could do because he used God’s “superpower” the Holy Spirit. Other religions suggestion - look at the story of Guru Nanak.</p> <p>Key vocab Bible, God, Creation, create, creator, creative, God, church, pray, prayer. Miracle, Holy Spirit, paralysed,</p>	<p>Understanding Christianity F3 Salvation “Why do Christians put a cross in an Easter Garden?”</p> <p>Key vocab Christian, Easter, palm cross, celebration, new life</p>	<p>Which stories are special and why? Lost Sheep – God the Father loves his family on earth. Prodigal Son – God forgives us when we are sorry. David and Goliath – good will overcome evil. Other religions suggestion - Tell the story of the first revelation of the Qur’an</p> <p>Key vocab Bible, promise, forgive, strong, wise.</p>	<p>What places are special and why? Visit a local church – why is this a special place for Christians? Other religions suggestion - Discuss places of worship for other faiths.</p> <p>Our wonderful world. How can we care for living things and the earth? Muslim - look up Muhammad friend of animals. Key vocab God, Jesus, Church, cross, candles, peaceful, calm, vicar, prayer. Nature, wildlife, protect, care, respect, responsibility. Wild worship?</p>
Understanding the World	<p>Talk about themselves, members of their immediate family and community. Who am I? What do I look like? Who is my family/what is my community? School, the church, family. Where is my school? Where do I go? Talk about members of their immediate family and community.</p> <p>To know that some places are special to them. (Place) To know that we live & go to school in Newark, England and that Britain is an island surrounded by seas. (Place)</p> <p>How do I know what season we are in? Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. To know that weather changes, naming different weather types & describing each with accurate vocabulary. (Change)</p> <p>What does Autumn look like? Use all their senses in hands-on exploration of natural materials. (Nursery) To know and name the 4 seasons. (Change)</p> <p>How does the weather affect me? To know that the seasons bring change & orally describe what these changes mean</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. What is a celebration? Discussion around celebrations from Christian calendar and Muslim/Hindu calendar. Recognise some similarities and differences between life in this country and life in other countries – celebration/child focus How can I find out about celebrations from around the world? To know that information can be retrieved from books & computers (Evidence)</p> <p>What do I celebrate? What do you celebrate? Know about & discuss special past events in their own life & in the lives of family members. (Significance)</p> <p>Why do we celebrate Bonfire Night? Know that we celebrate certain events, such as bonfire night, because of what happened in the past. (Significance)</p>	<p>Recognise some environments that are different to the one in which they live. Where do I live? To know & name different key features & objects in their local environment, including shop, Church, river, school, castle. (Physical & Human)</p> <p>Do we all live in the same place? What is it like where I live? To know that some environments are different to the ones in which we live, including woodlands, beaches & oceans. Know that life is different in different countries, including homes. (Physical & Human)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Find out about different regions. What is the world? What do I know about other countries? How can I find out what it is like in other countries around the world? Recognise some environments that are different to the one in which they live. To know that the globe shows the different countries that make up the</p>	<p>What place is special to me? Why? Understand that some places are special to members of their community Christian focus, visit to the church. Explore virtually other places of worship. Compare similarities and differences.</p> <p>How can I find out what other special places there are? Shared write of letters to other classes – what places are special in school? Follow- up with experiencing these places.</p>	<p>Explore the natural world around them – Brackenhurst visit. Draw information from a simple map– where will you find...? Where have I been? What did I notice about the natural world around me? To know that they have travelled to other places and be able to name some of them. (place) Recognise some environments that are different to the one in which they live. Why is important to save water? To know that it is important to save water and know simple ways we can do this. (Sustainability)</p> <p>What is recycling? To know that some materials can be recycled & how we can be super recyclers. (sustainability)</p> <p>What can we recycle and why? To know and use the word Recycle appropriately. (Sustainability)</p> <p>Why do we garden? What’s in my garden? Make observations and draw pictures. Explore the natural world around them. Describe what they see, hear and feel whilst outside</p>	<p>Comment on images of familiar situations in the past – old school photos/the seaside What do you notice in these photographs? What is the same/different? Compare and contrast characters from stories, including figures from the past. text focus, Once They Were Giants, Peepo, Six dinner Sid etc.</p> <p>Asks appropriate questions of others to find out about the past (Evidence. Introduced in Autumn Term)</p> <p>Looks closely at similarities, differences, patterns & change (Evidence)</p> <p>Understand & use the words fossil, museum, discover, discovery appropriately. (Evidence)</p> <p>Observe artefacts that change over time & some that don’t (Continuity & change)</p> <p>Use language of change and ‘the same’ to describe artefacts. (Continuity & change)</p>



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	<p>for us. (Change – <i>This will be re-visited with every new season</i>)</p> <p>To know & name different key features & objects in their immediate environment, including home & school. (Physical & human)</p> <p>Name and describe people who are familiar to them – make a family tree Name and describe people who are familiar to them Begin to make sense of their own life-story and family’s history. (Nursery)</p> <p>History Chronology Skills taught this term</p> <p>Begin to know their own life-story & their family’s history.</p> <p>Sequence images of themselves as a baby, toddler and infant.</p> <p>Recognise that things exist even when out of sight.</p> <p>Understand & use then, now, old, new, before, sooner, later appropriately. (<i>This skill will be taught throughout the year</i>)</p> <p>***</p> <p>Asks appropriate questions of others to find out about the past (Evidence. <i>Re-visited in the Summer Term</i>)</p>	<p>Know the significance of special occasions which have happened in the past & are planned to happen in the future. (Significance)</p> <p>Understand & use Guy Fawkes, celebration, special, appropriately. (Significance)</p> <p>Why do we celebrate Christmas? How do we all celebrate Christmas?</p>	<p>world & talk about differences that they have noticed or seen in videos /pictures. (Place)</p> <p>What else lives in the world? Explore environment and life there – project, raise money to adopt an animal. To know some ways how we can all protect the local environment & the plants & animals within it. (Sustainability)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (Nursery)</p> <p>How can we take care of the living things in our world? Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>		<p>Understand the key features of the life cycle of a plant and an animal. (Nursery)</p> <p>What can I grow? To know that people can change the environment in different ways, such as growing & gardening. (Change)</p> <p>To know and use the word environment appropriately. (Change)</p> <p>How can I use a map? To know that maps show the features in a place. (Fieldwork & mapping) Draw information from a simple map.</p> <p>How can I make a map? To know how to make 3D maps using construction & models to represent places they know. (Fieldwork & mapping)</p> <p>To know that ‘go left’ & ‘go right’ are instructions that can help direct people to places. (Fieldwork & mapping)</p> <p>Know & use the words forward / backwards appropriately. (Fieldwork & mapping)</p> <p>To know & use the words environment appropriately (Physical & Human)</p>	<p>Understand and use the words change and ‘the same’ appropriately. (Continuity & change)</p> <p>Understand the key features of the life cycle of a plant and an animal. (Nursery)</p>
<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</p>						
<p>Expressive Arts and Design (Reception)</p>	<p>Develop storylines in their pretend play – adult modelling and co-play in areas of continuous provision.</p> <p>Charanga –Me!</p> <p>Proficiency – Drawing & Painting skills taught throughout the year:</p> <p>Investigate a wide variety of brush types Know how to hold & manipulate brushes correctly Know how to use a hard pencil & a soft pencil</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody – Christmas Nativity</p> <p>Charanga – My stories!</p> <p>Proficiency – Cutting, printing & sculpture skills taught throughout the year:</p> <p>Know how to hold scissors correctly</p> <p>Experiment with snipping & cutting different materials for a purpose</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Charanga- Everyone</p> <p>Creativity- Exploring ideas & experience. Skills taught throughout the year:</p> <p>Know that ideas can be expressed through art & design</p> <p>Know that they have the power to create & make</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Charanga – Our World</p> <p>Evaluation skills taught through the year:</p> <p>Know that they have their own identity as an artist.</p> <p>Know & name artistic elements in a range of artwork – including their own & that of artists.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga – Big bear funk Listen appraise genres of music from Charanga</p>	<p>Watch and talk about dance and performance art (Year 6 play/Rocksteady bands), expressing their feelings and responses</p> <p>Charanga – Reflect, rewind and replay</p>



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	<p>Know how to draw & paint 2-D to 2D (from pictures & photographs)</p> <p>Know how to mix colours to make new colours</p> <p>Investigate a variety of paint</p> <p>Know how to paint on different scales</p>	<p>Know how to snip & cut single layers of materials.</p> <p>Know how to cut in a more controlled way (not necessarily along a line)</p> <p>Understand that they need to move the paper to help them cut</p> <p>Investigate making a body print (hand, foot, finger)</p> <p>Investigate printing with simple shapes (ends of tubes, pre-cut sponges)</p> <p>Know how to make a printing shape (e.g corrugated card)</p>	<p>Know that they have the freedom to try out lots of ideas & that there's no right or wrong way to create art.</p> <p>Know that they themselves are capable of being an artist.</p> <p>Know the have the ability to explore & develop different artistic elements & processes.</p>	<p>Know & communicate how a piece of art makes them feel.</p> <p><u>Know some of the works of XXX & how they inspire others</u></p>		
(Nursery)	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Self-portraits – exploring shape and collage</p> <p>Firework pictures – exploring paint techniques</p>		<p>Exploring colour mixing and shades</p> <p>Introducing selecting materials for purpose – Eric Carle Polar Bear</p>	<p>Exploring tools with paint and media</p> <p>Using tools safely</p>		

Blue type is history key skills

Pink type is Art & Design key skills

Orange type is Geography key skills

Green type is Science key skills