

Nene Valley Primary School

EYFS Long Term Overview 2022-2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Autumn Family Halloween Special Boxes (All about me) Nursery Rhymes + classic picture books	Autumn/Winter Bonfire Night Remembrance Sunday Anti-Bullying (Friendship) Week Christmas	Winter/Spring Chinese New Year - visit from family Local Area/Community - local walk to library PANTS - NSPCC	Spring Mother's Day Pancake Day/Easter Growing up/Growth and Change – generations – invite grandparents in for reading time? Internet Safety Trip to the Farm	Spring/Summer Oral Health – Dental nurse visit Safe in the Sun Day Planting/Gardening	Summer Life Cycles World Environment Day/Recycling/Save the Oceans (Save our Planet) Father's Day Holidays
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts	
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. New routines Introduce the Golden Rules through story Myself and My Relationships 1 – Beginning and Belonging	Manage their own needs. Develop the confidence and self-belief to participate in a whole class performance – perform to parents Myself and My Relationships 2 – My Family and Friends including Anti-Bullying	Express their feelings and consider the feelings of others. Myself and My Relationships 3 – My Emotions	Identify and moderate their own feelings socially and emotionally. Perform in a class assembly to parents and classes in school Healthy and Safer Lifestyles 1 – My Body and Growing Up E-Safety	Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Healthy and Safer Lifestyles 2 & 3 – Healthy Lifestyles & Keeping Safe (including drug education)	Talking about change and managing big transitions Supporting others using our experiences Citizenship 1 & 2 – Identities and Diversity, Me and my World
	<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 Be increasingly independent in putting on coats, shoes, getting dressed/undressed	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	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.	Combine different movements with ease and fluency 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.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Progress towards a more fluent style of moving, with developing control and grace.
	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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Literacy	Read individual letters by saying the sounds for them. Form lower-case and capital letters correctly.	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.	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.
	Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
Talk for Writing & Power of Reading	The Three Little Pigs Nursery Rhymes/Familiar picture books	The Gingerbread Man The Runaway Chapati Biscuit Bear	The Enormous Turnip The Old Woman and the Red Pumpkin Blue Penguin	The Little Red Hen Stanley's Stick Errol's Garden The Growing Story (Life cycles and growing – caterpillars/butterflies)	The Leopard's Drum/Africa Ruby's Worry/My Many Coloured Days/Colour Monster	The Papaya that Spoke Billy's Bucket Caterpillar Butterfly

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Mathematics	Match and sort Compare amounts Compare mass, size, capacity Exploring pattern	Representing, comparing and composition of 1 - 5 Circles and triangles Positional language/Spatial awareness One more and one less Shapes with four sides Time	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass and capacity 6,7 and 8 Making pairs Combining 2 groups Time, length and height	9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	Superhero to 20 and Beyond First, Then, Now	Find my Pattern On the Move
Understanding the World	Talk about members of their immediate family and community.	Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different to the one in which they live. Draw information from a simple map.	Understand that some places are special to members of their community. Name and describe people who are familiar to them.	Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community.	Explore the natural world around them.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
Expressive Arts and Design	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	Watch and talk about dance and performance art, expressing their feelings and responses	Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills.						