

St Clare's Primary School 2022-23

EYFS Long Term Overview NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

Area of Learning	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Possible Themes/Interests/Lines of Enquiry	It's good to be me!	Autumn Dinosaurs Christmas	Amazing Animals	Come outside! Lifecycles Mini beasts Spring	Traditional Tales	Goldilocks and the Teddy Bears' Picnic
Communication and Language	<p>Understand how to listen carefully and why listening is important. Engage in story times. Make comments about what they have heard.</p> <p>Learn new vocabulary Use new vocabulary through the day Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Respond to what they hear with relevant questions, comments and actions in storytime.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>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.</p> <p>Hold conversation when engaged back-and-forth exchanges with their teacher and peers. (ELG)</p>	<p>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. Makes comments about what he/ she has heard and asks questions to clarify their understanding (ELG)</p> <p>Use new vocabulary in different contexts</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about stories to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listens attentively and responds to what he/ she hear with relevant questions , comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p>	<p>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.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Set and work towards simple goals, is able to wait for what he/she wants and control his /her immediate impulses when appropriate (ELG) Think about the perspectives of others.</p>	<p>Show resilience and perseverance in the face of challenge. Shows an understanding of his/her own feelings and those of others and is beginning to regulate his/ her behaviour accordingly(ELG) Identify and moderate their own feelings socially and emotionally. Can explain the reason for rules, knows right from wrong and tries to behave accordingly(ELG) Form positive attachments to adults and friendships with peers (ELG) Shows sensitivity to own and others' needs(ELG)</p>	<p>Manage their own personal needs/ basic hygiene- including dressing and going to the toilet and understanding the importance of healthy food choices (ELG) Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. (ELG) Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG) Works cooperatively and takes turns with others (ELG)</p>			
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing (Gross motor skills) Is progressing towards a more fluent style of moving with developing control and grace.</p>	<p>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. Is beginning to show accuracy and care when drawing (ELG Fine motor skills)</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Demonstrate strength, balance and coordination when playing (ELG) Moves energetically such as running, jumping, dancing, hopping, skipping and climbing (ELG gross motor skills)</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. (fine motor skills) Negotiates space and obstacles safely, with consideration for self and others.(ELG gross motor skills)</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Holds a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases(ELG fine motor skills)</p>
<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. 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 (fine motor skills) 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</p>						

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<p>Literacy</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Anticipates key events in stories (ELG)</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG)</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>Demonstrates an understanding what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Form lower-case and capital letters correctly(writing)</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>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.(writing)</p> <p>Can read consistent with their phonic knowledge by sound – blending (ELG)</p> <p>Rites recognisable letters, most of which are correctly formed (Writing ELG)</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (writing)</p> <p>Re-read what they have written to check that it makes sense. (writing)</p> <p>Is able to say a sound for each letter of the alphabet and at least 10 diagraphs(ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG writing) and sentences that can be read by others (ELG writing)</p> <p>Writes simple phrases</p>
<p>Phonics</p>	<p>Phase 1/2</p>	<p>Phase 2</p>	<p>Phase 2</p>	<p>Phase 2/3</p>	<p>Phase 3</p>	<p>Phase 3/4</p>
<p>Mathematics</p>	<p>WHITE ROSE SCHEME</p> <p>Baselines assessments Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out.</p> <p>Where do things belong? Positional language</p> <p>Match, sort and compare amounts.</p> <p>Compare, size, mass and capacity.</p> <p>Explore pattern</p>	<p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Formation of 1,2,3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Representing numbers to 5</p> <p>One more and less</p> <p>Shapes with 4 sides</p> <p>Time - night and day</p>	<p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Formation of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>6,7,8 continued to Lent 2</p> <p>Making pairs</p> <p>Is able to subitise (recognise quantities without counting) up to 5 (ELG number)</p>	<p>Combining two groups</p> <p>Length and height</p> <p>Time</p> <p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shape</p> <p>Pattern</p> <p>Consolidation</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning, match, rotate and manipulate</p> <p>Adding more taking away</p> <p>Spatial reasoning compose and decompose</p> <p>Has a deep understanding of number to 10, including the compositon of each number (ELG number)</p>	<p>Deepening understanding patterns and relationships</p> <p>Spatial reasoning mapping</p> <p>Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG numerical patterns)</p> <p>Is able to explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities ca be distributed equally (ELG numerical patterns)</p> <p>Verbally counts beyond 20, recognising the pattern of the counting system (ELG numerical patterns)</p> <p>Automatically recalls (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 (ELG number)</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Knows some similarities between things in the past and now drawing on their experiences and what has been read in class</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them making observations and drawing pictures f animals and plants (ELG The natural world)</p> <p>Draw information from a simple map.</p> <p>Shows an understanding of the past through settings , characters and events encountered in books read in class and story telling (ELG past and present)</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps (ELG people culture and communities)</p> <p>Knows some similarities and differences between different religious and cultural communities, drawing on their experiences and what has been read in class (ELG PCC)</p>

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						<p>Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and when appropriate maps (ELG PCC)</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class (ELG the natural world)</p> <p>Understand s some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG The natural world)</p>
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.		Talk about the lives of people around them and their roles in society (ELG past and present)			
Expressive Arts and Design	Develop storylines in their pretend play. Explores and uses and refines a variety of artistic effects to express their ideas and feelings	Sings 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 Invents, adapts and recounts narratives and stories with peers and their teacher (ELG Being imaginative and expressive)	Create collaboratively sharing ideas, resources, and skills. Shares their creations , explaining the process they used (ELG Creating with materials)	Listen attentively, move to and talks about music, expressing their feelings and responses. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG creating with materials) Sings a range of well known nursery rhymes and songs (ELG Being imaginative and Expressive)	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.		Makes use of props and materials when role playing characters in narratives and stories (ELG creating and materials) Performs songs, rhymes, poems and stories with others and when appropriate – tries to move in time with music (ELG Being imaginative and Expressive)			