

St Clare's Primary School

EYFS Long Term Overview 2025-2026

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! People who help us- dentist/doctors/firefighters/paramedics/builders	Autumn Dinosaurs Christmas	Amazing animals Minibeasts Spring	Lifecycles-frogs, butterflies and chicks (16 th March)	Fairy Tales-Goldilocks and the 3 bears and Little red riding hood	Fairy Tales- Billy goats gruff, Jack and the beanstalk an The 3 little pigs
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Make comments about what they have heard.	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.	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 Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.					
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. Set and work towards simple goals.		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.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
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 engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	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.	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.
Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 3/4
Mathematics	Getting to know you - 2 weeks Match and compare 1- 2 weeks Talk about measure and patterns - 2 weeks	It's me 1,2,3 - 2 weeks Circles and triangles - 1 week 1,2,3,4,5 - 2 weeks Shapes with 4 sides - 1 week Alive in 5 - 2 weeks	Mass and capacity - 1 week Growing 6,7 and 8 - 2 weeks Length, height and time - 2 weeks Building 9 and 10 - 1 week	Building 9 and 10 - 2 weeks Explore 3D shapes - 2 weeks To 20 and beyond - 1 week	To 20 and beyond - 1 week How many now? - 1 week Manipulate, compose and decompose - 2 weeks Sharing and grouping - 2 weeks	Visualise, build and map - 3 weeks Make connections - 1 week Consolidation -2 weeks
Understanding the World	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	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Knows some similarities between things in the past and now drawing on their experiences and what has	Recognise some environments that are different to the one in which they live. Explore the natural world around them.	Understand that some places are special to members of their community.	Explore the natural world around them making observations and drawing pictures f animals and plants (ELG The natural world) Draw information from a simple map. Shows an understanding of the past through settings , characters and events encountered in books	Compare and contrast characters from stories, including figures from the past. Describes their immediate environment using knowledge from observation, discussion, stories, non -fiction text and maps (ELG people culture and communities) Knows some similarities and differences between different religious and cultural communities, drawing on their

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		been read in class			read in class and story telling (ELG past and present)	experiences and what has been read in class (ELG PCC) 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) 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) 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)
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	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
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.						
Art-Access Art	<u>WHAT CAN WE SEE?</u> Finding Circles Still Life Compositions Inspired by Cezanne	<u>HOW CAN WE EXPLORE COLOUR?</u> Collaging with Wax Crayon Rubbings Printing With String <u>HOW CAN WE BUILD WORLDS?</u> Prop Making for Toys Insect Hotels	<u>HOW CAN WE BUILD EXPLORE MATERIALS & MARKS?</u> Burton Hathow Ducklings Nursery Night Time Collage	<u>HOW CAN WE EXPLORE 3D MATERIALS?</u> Clay Play Repeat Pattern Printing Roller	<u>HOW CAN WE USE OUR BODIES TO MAKE ART?</u> Dressing Up As Fossils! Mark-Making and Sound	<u>HOW CAN WE USE OUR IMAGINATIONS?</u> Imaginary Landscapes Galaxy Painting
Music-Charanga	All About Me!	Around the World	Nursery Rhymes	Journeys	Traditional Tales	Deep Blue Sea
Religious Education-Come and See	St Clare Mission Statement Branch one-Creation and Covenant Other Faith-Judaism	Branch Two-Prophecy and promise Other Faith-Sikhism	Branch Three-From Galilee to Jerusalem	Branch Four- From desert to garden Other Faith-Hinduism/Buddhism (week 1)	Branch Five-To the ends of the earth Other Faith-Islam	Branch six-Dialogue and encounter Other Faith-Encounter and dialogue unit KS1-Judaism
RSHE-Tenten	Module 1 Created and Loved by God		Module 2 Created to Love Others		Module 3 Created to Live in Community	