



Hebden Royd Primary School

EYFS Long Term Overview (A)



RECEPTION						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Key book	3 Little pigs	Lost in the toy Museum Christmas	Ice bear	Handa's Surprise Easter	Paddington at the Tower	Monkey Puzzle
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. 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 Engage in non-fiction books.	Listen to and talk about stories to build familiarity and understanding.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
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.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. 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 <i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>		Think about the perspectives of others. Manage their own needs. Manage their own needs : personal hygiene	
Physical Development	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 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	Combine different movements with ease and fluency	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.	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.
Literacy (See phonics LTP)	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.
Mathematics (WRM)	Match and Sort Compare amounts Compare size, mass & capacity Exploring Pattern	Representing Comparing and Composition of 1, 2 & 3 Circles and Triangles Positional language Representing Numbers to 5 One More and Less Shapes with 4 sides Time	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 Capacity (2) 6, 7 & 8 Making Pairs Combining 2 Groups Length & Height Time	9 & 10 Comparing Numbers to 10 Bonds to 10 3D Shape Pattern (2)	Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate Adding More Taking Away Spatial Reasoning (2) Compose & Decompose	Doubling Grouping Sharing & Even and Odd Spatial Reasoning (3) Visualise and Build Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping
Understanding the World (See also RE LTP – Understanding Christianity)	Name and describe people who are familiar to them. Draw information from a simple map (Geography)	Comment on images of familiar situations in the past. (History) Compare and contrast characters from stories, including figures from the past (History) Understand the effect of changing seasons on the natural world around them Talk about members of their immediate family and community.	Explore the natural world around them. (Science) Describe what they see, hear, and feel whilst outside. (Science)	Recognise some similarities and differences between life in this country and life in other countries. (Geography) Recognise some environments that are different to the one in which they live.(Geography)	Understand that some places are special to members of their community (RE)	Recognise that people have different beliefs and celebrate special times in different ways. (RE)
Expressive Arts and Design (See also Music LTP - Kapow)	Develop storylines in their pretend play. 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. <i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>	Create collaboratively sharing ideas, resources, and skills.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Sing in a group or on their own, increasingly matching the pitch and following the melody.	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



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NURSERY						
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Communication and Language	Sing a large repertoire of songs.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Pay attention to more than one thing at a time, which can be difficult. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Use a wider range of vocabulary. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, i, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words					
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Make healthy choices about food, drink, activity and toothbrushing.		Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling	
Physical Development	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. 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		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors.		Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	
	Use large-muscle movements to wave flags and streamers, paint and make marks. Go up steps and stairs, or climb up apparatus, using alternate feet. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Show a preference for a dominant hand.					
Literacy (See phonics LTP)	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Engage in extended conversations about stories, learning new vocabulary.		Write some or all of their name. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.	
Mathematics (WRM)	Colours: Naming and Matching Matching shapes and patterns Sorting colour, size and shape Sorting: Similarities and differences	Subitising, counting and numeral recognition 1 and 2 AB colour, movement and item patterns	Squares, Triangles and Pentagons 1:1 counting 3,4 and 5 Recognising numerals 3,4 and 5 Subitising 3 Composition of 5	Consolidating 1-5 Measuring height, length, mass and capacity	More than/Fewer than One more/One less Revisit patterns including 2D/3D shapes	Revise composition 1-5 Positional language Night and Day
Understanding the World	Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel (Science). Explore collections of materials with similar and/or different properties. (Science)	Explore how things work. (Science)	Begin to understand the need to respect and care for the natural environment and all living things. (RE/Science/Geography)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Geography). Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. (Science)	Continue developing positive attitudes about the differences between people. (RE). Show interest in different occupations including those of the past (History)	Begin to make sense of their own life-story and family's history. (History)
	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.					
Expressive Arts and Design (See also Music LTP - Kapow)	Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Take part in simple pretend play, using an object to represent something else even though they are not similar	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Respond to what they have heard, expressing their thoughts and feelings. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Create their own songs or improvise a song around one they know. Remember and sing entire songs.
	Listen with increased attention to sounds.					