

# Mulbarton Primary School

## EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cornerstones Topic:</b>  <b>Other possible themes/ lines of enquiry</b>	Me & My Community  Family Friends Autumn (Exploring Autumn cornerstones) People who help us	Why do Squirrels Hide their Nuts?  Autumn – seasonal change Woodland animals (hibernation) Harvest and Bonfire Night Christmas	Starry Night  Winter (Winter Wonderland cornerstones) Chinese New Year	Once Upon a Time  Pancake Day Easter	Sunshine and Sunflowers  Spring – Seasonal changes Planting/Gardening	Continue with previous topic. If time move on to Big Wide World  Summer – Seasonal changes Gap filling time Transition
<b>Linked Books (from Cornerstones)</b>	<b>Once there were Giants</b> <b>Lost and Found</b> <b>Leaf Man</b> Families, Families, Families The Rainbow Fish Colin and Lee, Carrot and Pea Enemy Pie People Who Help Us	<b>Bear Snores On</b> <b>The Busy Little Squirrel</b> <b>Squirrels Busy Day</b> <b>Squirrels Autumn Search</b> The Acorn The Very Helpful Hedgehog The Great Big Sleep Hibernation Station	<b>Whatever Next!</b> <b>Peace at Last</b> <b>Owl Babies</b> <b>How to Catch a Star</b> Night Monkey, Day Monkey The Way Back Home The Gruffalo's Child See Inside Space	<b>Cinderella</b> <b>Goldilocks and the Three Bears</b> <b>The Three Billy Goats Gruff</b> <b>The Three Little Pigs</b> <b>The Princess and the Pea</b> Aladdin Rapunzel Hansel and Gretel	<b>Shark in the Park!</b> <b>Errol's Garden</b> <b>My Butterfly Bouquet</b> <b>Jump and Shout</b> The Very Hungry Caterpillar Poems about Seasons My First Book of Garden Bugs Summer is Here	
<b>Power of Reading books</b>	Hello friend (friendship anxieties) Blue Penguin (identity and belonging) A great big cuddle (poems) The Girl with the Parrot on her Head (friendship and fears)	I will not ever NEVER eat a tomato (food choices) No Dinner (Indian traditional tale – pumpkin) The Gigantic Turnip (harvest) Stanley's Stick (woodland theme)	Astro Girl (self-belief) Bedtime for Monsters Emily Brown and the Thing (scared of the dark / sleep) Owl Babies (separation)		Errol's Garden (environmental) Splash, Anna Hibiscus (dual heritage) We're Going on a Bear Hunt (summer fun) Yucky Worms (plants)	Ruby's Worry
<b>Memorable experience</b>  <b>Events</b>	Our school community walk around school grounds  Pre-school leaders tea party	Woodland / Mulbarton Common visit – Wellie Walk  Reading café Christmas craft morning	Day and Night walk (with parents)  Outdoor café Chinese New Year week	Fairy tale performance / theatre company  Maths morning	Sunflower WOW day	Aeroplane to different countries and linked activities - WOW day  Rocket Morning
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important – listen to teachers, listen to friends. Make comments, explain, ask questions (about family and people who help us). Engage in story times. Create simple programs.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Listening attentively. Listen to stories and respond to what they hear. Follow instructions (animal commands) Answer how and why questions (woodland animal books, sorting autumnal objects)	Make comments about what they hear and ask questions to clarify their understanding. Hold conversation with back and forth exchanges (bed time role play) Listen attentively and follow instructions (ready for bed) Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary. Ask questions to clarify (guess the fairy-tale) Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (small world) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. Use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	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		
<b>Personal, Social and Emotional Development</b>	Build positive relationships with adults and peers – settling in and getting to know each other. See themselves as a valuable individual. Similarities and differences (friends). Express their feelings. Know right from wrong. Play cooperatively. Take turns and share (games). Manage own needs – dressing (dress up) Take account of other's ideas (collaboration) <b>PATHS</b> – Class rules, PATHs animals, Pupil of the Day, Compliments, Basic feelings (Happy and Sad), Twiggle makes friends, Basic feelings (angry, scared/afraid), Self-control, Twiggle learns to do Turtle. <b>RSHE</b> – My Relationships: similarities and differences, Asking for help – special people (Educator Solutions Lessons), Online safety		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Understanding of feelings of others (through stories) Personal hygiene and basic needs. Oral hygiene (egg experiment) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <b>PATHS</b> – Appropriate Turtles, Feelings (Calm or Relaxed), Sharing, Caring and Friendship, Twiggle's Special Day <b>RSHE</b> – My Body: hygiene, My Rights and Responsibilities (Educator Solutions Lessons), Healthy eating, Online safety		Think about the perspectives of others. Manage their own needs and regulate behaviour in responsive. Explain the reason for rules (safety when gardening) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (little box of sunshine) Manage own needs (sun safety) <b>PATHS</b> – Basic problem-solving, making choices, solving problems with friends, comfortable and uncomfortable, Feelings (excited, tired, Frustrated, Proud, Love, Worried, Disappointed, Jealous, Furious, Guilt, Generous), Transitions. <b>RSHE</b> – My Beliefs: likes, dislikes (Educator Solutions Lesson), basic first aid, 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>					

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<b>Physical Development</b>	<p>Get Set 4 PE – Introduction to PE: Unit 1 Moving safely within a space, stopping with control, use equipment safely, different travelling actions following a path, working co-operatively, working with a partner.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop drawing accuracy (mark making)</p>	<p>Get Set 4 PE – Ball Skills: Unit 1 rolling a ball, stopping a ball, throwing to a target, bouncing catching, dribbling and kicking.</p> <p>Control and co-ordination in movements (animal movements) Handle and use tools (make a harvest soup)</p>	<p>Get Set 4 PE – Dance: Unit 1 Counts of 8, different body parts and how they move, remember and repeat actions, express and communicate ideas through movement exploring direction and levels, copy and repeat actions with confidence and imagination, move with control and coordination by linking movements.</p> <p>Developing accuracy and care when drawing (making constellations) Move energetically: jumping, hopping, skipping, climbing (catch the moon)</p>	<p>Get Set 4 PE – Gymnastics: Unit 1 Body shapes, shapes whilst on apparatus, balancing and taking weight on different body parts, jumping and landing safely, rocking and rolling, developing short sequences.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, etc. Explore a range of tools and equipment to perform practical tasks safely, for example, cutting (healthy porridge) Negotiate space and obstacles safely, (bridge across a river)</p>	<p>Get Set 4 PE – Fundamentals: Unit 1 Develop balancing, develop running and stopping, changing direction, jumping and landing, hopping, different ways to travel.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Get Set 4 PE – Games Unit 1 Running and stopping, throwing and keeping score, roles within a game, follow instructions and move safely in tagging games, take turns, team games.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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. 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>					
<b>Literacy</b>	<p>Read individual letters for Phase 2 by saying the sounds for them. (GPC) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write individual letters (graphemes) for Phase 2 sounds (phonemes) Write simple CVC words using Phase 2 sounds</p>		<p>Read all Phase 2 tricky words Read some digraphs each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few tricky words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words using known GPCs. Write simple phrases / sentences using words made up of Phase 2 / 3 sounds. Retell stories and narratives using their own words and recently introduced vocabulary.</p>		<p>Read all Phase 3 tricky words Read books containing Phase 2, 3 and 4 sounds with increased fluency Form lower-case and capital letters correctly. Spell words using known GPCs and tricky words. Write sentences with words using known letter-sound correspondences using a capital letter, finger spaces and some use of full stops. Re-read what they have written to check that it makes sense. Write short narratives. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. (shark in the park)</p>	
	<b>Phonics</b>	<b>Phase 1/2</b>	<b>Phase 2 Phase 2 Tricky Words</b>	<b>Phase 3 Phase 3 Tricky words</b>	<b>Phase 3 Phase 3 Tricky words</b>	<b>Phase 4</b>
<b>Mathematics</b>	<p>Matching, Sorting &amp; Comparing Numbers 1, 2, 3 Exploring patterns</p>	<p>Numbers 4, 5, 0 One more / One less Shape (circles, triangles and shapes with 4 sides) Positional Language Time</p>	<p>Numbers 5, 6, 7, 8, Comparing numbers Mass and Capacity Length and Height Making pairs Combining two groups</p>	<p>Numbers 9, 10 Comparing numbers Bonds to 10 3d shape Pattern 2</p>	<p>Numbers beyond 10 Spatial reasoning, match, rotate, manipulate Adding more Taking away Compose and decompose</p>	<p>Halving, doubling, sharing Odd &amp; Even Spatial reasoning cont.</p>
<b>Understanding the World</b>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. How families change over time (growing up) Describe immediate environment. Walk around the school grounds. Identify staff and their roles – school community. Messy map of journey to school. Lives of people around them and their role in society (people who help us) – local community.</p>	<p>Natural processes (seasonal changes, growth, and decay) Exploration and observations of the natural world (woodland) Observations of animals – similarities and differences (diet – bird feed, wild animal's vs pets) Changes (food left out experiment) <b>RE – Christianity (creation):</b> word God as a name, God is a creator of the universe, Bible is the special book look after the world he made</p>	<p>Explore natural world (nocturnal animals) Sort and group materials (soft and not soft teddy bears) and talk about similarities and differences. Develop scientific knowledge through play activities (shadow puppets, making dark dens, bird feeders) Test ideas (ice balloons) Understand the past (moon landing) Natural processes (seasonal changes) Similarities and differences between life in this country and others (arctic and Antarctic animals)</p>	<p>Similarities and differences between things in the past and now. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures (old clothes / new clothes, buildings within stories) Understand the past through settings, characters and events encountered in books (kings and queens). Sort and group materials (make a comfortable bed). <b>RE – Christianity (Incarnation):</b> God's son Jesus, Jesus taught us that people are special and precious</p>	<p>Explore the natural world around them. Understand some important processes and changes: seasons and growth of plants (sunflowers) Make observations and drawings (plants and animals) Changes in the natural world (butterfly life cycle) Name main features of plants / trees. Scavenger Hunt</p>	<p><b>RE – Christianity (Salvation):</b> Why Jesus came to earth, Jesus came to show God's love and save people, saving the world, special names</p>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					

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<p><b>Expressive Arts and Design</b></p>	<p><b>Charanga – ‘Me’ unit</b>          Develop storylines in their pretend play.          Use of tools (mark making tools)          Nursery Rhymes          Explore range of materials (emergency service vehicles)</p>	<p>Safely use a variety of tools and materials (leaf threading, hole punching, cutting)          Imaginative, creative and sensory play (make own play dough)          Experiment with colour, design and texture (woodland art and clay woodland animals)</p>	<p><b>Charanga – ‘Everyone’ unit</b>          Listen to a variety of music and sounds (lullabies)          Explore and create with a wide range of materials including textiles (sock cuddle pet)          Experiment with colour (light and dark)          Space prints          Use small tools including paint brushes (ice art)</p>	<p>Use a range of tools and materials (character mask making)          Share their creations, explaining the process they have used (royal workshop)          Return to and build on their previous learning, refining ideas and developing their ability to represent them          Create collaboratively sharing ideas, resources, and skills.</p>	<p><b>Charanga – ‘Our World’ unit</b>          Explore artwork by great artists (<i>Bauerngarten</i> by Klimt, <i>The Flowered Garden</i> by Claude Monet, <i>Murnau The Garden II</i> by Wassily Kandinsky or <i>Flower Garden</i> by Emile Nolde).          Listen attentively, move to and talk about music, expressing their feelings.          Use pictures, interests and experiences to inspire their creations (scarecrow)          Experiment with colour. Use small tools including paint brushes (pebble art)          Creative and sensory play (clay prints)</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
<p>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.</p>						