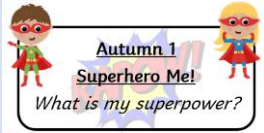





# EYFS Long Term Overview 2024-25



<b>School: Lewannick CP School</b>	
Completed by a School Leader/ Key Stage Leader: Sally Cook & Faye Wakley	Name/ Signature/ Date:
Shared with Curriculum Leaders:	Name/ Signature/ Date:
Monitored by Curriculum Leaders: To ensure subject coverage and weighting.	Name/ Signature/ Date:
<p><b>INTRODUCTION / AIMS</b></p> <p><b>Our EYFS Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world.</b> Each key text and linked provision are included in the curriculum for very specific reasons and we want to ensure that all children leaving the Foundation Stage are ready to start the KS1 curriculum. Each learning focus does not last a specific amount of time but is based on the children’s learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.</p> <p>This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.</p> <p><b>Diversity:</b> we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.</p>	

# EYFS Long Term Overview 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/ Interests/ Lines of Enquiry</b>	 <p>Starting school/new beginnings</p> <p>Rules and routines</p> <p>All about me, families, homes, immediate surroundings.</p> <p>Feelings and emotions</p>	 <p>Celebrations, parties</p> <p>Bonfire/firework Night</p> <p>Remembrance Day</p> <p>Harvest</p> <p>Diwali</p> <p>Advent, Christmas</p> <p>Seasonal Changes – Autumn/Winter</p>	 <p>Growing and changing</p> <p>Human body, senses</p> <p>Keeping fit and healthy.</p> <p>People who can help us (fire service, police, dentist, doctor, nurse, emergency services).</p> <p>NSPCC Pant-O-Saurus.</p> <p>Pets</p> <p>Chinese New Year</p>	 <p>Minibeasts</p> <p>Plants and flowers</p> <p>Potions</p> <p>Life cycles</p> <p>St Piran's Day</p> <p>Easter</p> <p>Seasonal changes – Winter/Spring</p>	 <p>Transport</p> <p>The world...how can you travel to and around different parts of the world?</p> <ul style="list-style-type: none"> <li>• Under the sea</li> <li>• Space</li> <li>• Polar Regions</li> <li>• Rainforest</li> <li>• Jungle</li> </ul> <p>Comparing places</p> <p>Animals in different countries</p> <p>Habitats</p>	 <p>Recycling, looking after the world</p> <p>Pirates</p> <p>The beach/sea</p> <p>Now and Then</p> <p>Seasonal changes – Spring/Summer</p>
<b>Possible Enrichments</b>	<p>Visit to town or go on a village walk (possibly to the bakery, village shop, church café or cafe).</p>	<p>Tractor Visit – link with Harvest.</p>	<p>PCSO visit.</p> <p>Fire service visit.</p>	<p>Growing plants.</p> <p>Potion making.</p>	<p>Possible train trip? (Launceston Steam Railway)</p>	<p>Big Key Stage One Trip (e.g. beach. Aquarium, theatre, zoo).</p> <p>Whole school trip</p>

# EYFS Long Term Overview 2024-25

	Visit to the Charlie Bears Museum – link with ‘We’re Going on a Bear Hunt.’	Visit to the local church to see the Christmas displays.	Community first aider visit.  Dentist visit.		Food tasting from around the world.	Sport’s Day
<b>Home Corner enrichments</b>	Dressing up clothes: hats, scarfs, coats etc.  Baby, cot and high chair.	Party decorations, plates, hats, invites etc.  Diwali lights.  Christmas decorations inc a Nativity set.	Chinese New Year: chop sticks, paper lanterns, Chinese dress up etc.  Emergency services dressing up.  Pets.	Plants and flowers for them to water and look after.  ‘Potion’ ingredients for their pretend cooking.	Explorers back pack: binoculars, camera etc.  Postcards.  Suitcases.	Flip flops, sun hats, picnic blankets.  Moving boxes, for sale sign.
<b>Talk Through Stories texts, plus other key texts</b>						

# EYFS Long Term Overview 2024-25

<p><b>CLL</b></p> <ul style="list-style-type: none"><li>▪ <b>Listening, Attention and Understanding</b></li><li>▪ <b>Speaking</b></li></ul>	<p>We aim to become... <b>Confident Communicators</b>, who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p> <p><i>Educational Programme (from EYFS Framework 2021):</i> The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"><li>● Listen attentively to key class stories/texts and respond to what they hear with relevant questions.</li><li>● Be confident to make a comment during a whole class discussion.</li><li>● Use actions to demonstrate ideas during small group interactions.</li><li>● Make comments about what they have heard in adult and child led activities.</li><li>● Independently ask questions to clarify their understanding.</li><li>● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"><li>● Express their ideas and feelings about their experiences using full sentences.</li><li>● Use past, present and future tenses in context with their own level of understanding e.g. When I was a baby I played with a rattle, now I like to kick a ball and when I’m grown up, I’ll have a real bike.</li><li>● Use of conjunctions, with modelling and support from their teacher (and, then, next)</li><li>● Participate in small group discussions with adult support.</li><li>● Have one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>● Offer explanations for why things might happen.</li><li>● Use vocabulary from key stories, non-fiction, rhymes and poems in child led play.</li></ul>
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# EYFS Long Term Overview 2024-25

	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
	Talk Through Stories	Explore new texts and discuss characters feelings and motives. Expand vocabulary by putting words in everyday context. Learn and use new vocabulary. Listen and talk about stories.				
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.				
	Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs.				
	Drawing Club	Listen to and talk about stories, engage in conversations with friends and adults, learn and practise new vocabulary - speak clearly to communicate thoughts and ideas.				

# EYFS Long Term Overview 2024-25

## PSED

- Building Relationships
- Managing Self
- Self-Regulation

We aim to become...**Independent Individuals who can follow our School Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. And Fantastic Friends who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.**

*Educational Programme (from EYFS Framework 2021): Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

Self Regulation:

- Take into considerations the feeling of others e.g. comforts a peer when they are hurt, finds way to compromise to solve disagreements, sharing and negotiating.
- Know and accept consequences for some behaviours of themselves and others and is able to tolerate and manage feelings when their wishes cannot be met e.g. accepting and managing the disappointment felt when accessing a wanted resource that isn't available or being used by another.
- Follow and listen to what the adults says even when engaged in another activity e.g. stopping an activity and returning to the carpet when asked.
- Awareness of behavioural expectations and follows routines – e.g. sitting on carpet spot, lining up, RWI expectations, tidying up.

Managing Self:

- Accept and seek challenges willingly and are confident to try new activities, showing, independence, resilience and perseverance e.g. shows confidence in selecting resources and persevering to achieve the chosen activity when difficulties arise – trying again and rebuilding a tower that collapses.
- Is happy to confidently share with others their own needs, interests' opinions in familiar group e.g. willing to describe what they can do well and want to get better at in a positive way.
- Show an understanding for the need for expectations and is able to explain why they are important e.g. to keep themselves and others safe. Follows the rules and expectations.
- Manage their own toileting and handwashing needs as well as dressing and undressing e.g. follows the handwashing sequence and washes hands after the toilet, dresses and undresses independently for wild tribe, discusses the importance of healthy food.
- Shows a clear understanding of the importance of healthy food choices e.g. sugary foods vs vegetables.

Building Relationships:

# EYFS Long Term Overview 2024-25

Self-Regulation	<ul style="list-style-type: none"> <li>Plays cooperatively and take turns with others during play projects and set challenges.</li> <li>Comes into class independently and confidently leave parents/carers.</li> <li>Form positive attachments with known adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs e.g. listening to others ideas and adapting to keep play going.</li> </ul>							
	Managing self	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one- step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two- step instructions	To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others	To control their emotions using a range of techniques - Kapow  To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	
		Building relationships	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and Forest Fridays	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zippers, buttons and buckles with minimal support
			To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships

# EYFS Long Term Overview 2024-25

		To have positive relationships with all Year R staff				
	Daily Routines	Self-registration, book voting, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful.				
	Talk Through Stories	Consider how a character is feeling. What are their thoughts and motives? Talk partners, taking turns, listening to others' views.				
	Drawing Club	Build relationships with others, see themselves as a valued individual, give focussed attention and follow instructions.				
	Story Time	Experience, explore and talk about positive relationships, feelings and emotion, diversity				

<b>Physical Development</b> ▪ Gross Motor	<p>We aim to become...Amazing Athletes who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. And a Talented Tool Users who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p> <p style="text-align: center;"><i>Educational Programme (from EYFS Framework 2021): Physical activity is vital in children's all-round development, enabling them to</i></p>
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# EYFS Long Term Overview 2024-25

<p>• <b>Fine Motor</b></p>	<p><i>pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing health bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>				
	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> <li>• Ride a balance bike with control and stop on command.</li> <li>• Throw an object e.g. bean bag, small ball, foam javelin over a 1 metre distance.</li> <li>• Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment)</li> <li>• Roll /bend knees when dismounting from inside apparatus or outside active provision including ramps, trees, slopes.</li> </ul> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively so mark making/formation is legible.</li> <li>• Uses scissors to cut paper, thin card, fabric, thin plastic and textiles.</li> <li>• Uses a screwdriver to screw screws into wood.</li> <li>• Uses a hammer to place nails into soft items (such as a pumpkin).</li> <li>• Uses a saw to cut thin pieces of wood.</li> <li>• Uses a variety of paintbrush sizes.</li> <li>• Uses a knife, fork and spoon when eating at dinner time.</li> <li>• When drawing, controls the pencil carefully, showing some accuracy.</li> </ul>				
<p>To move safely in a space To stop safely</p> <p>To develop control when using equipment To follow a path and take turns</p>	<p>To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment</p>	<p>To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner</p>	<p>To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height</p>	<p>To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination,</p>	<p>To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball</p>

# EYFS Long Term Overview 2024-25

	To work co-operatively with a partner		To dribble a ball using feet To kick a ball to a target	To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus	communicating ideas through movement To move with control and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions	To work cooperatively as a team
	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver	To hold scissors correctly and cut out small shapes To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals
	Squiggle time	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Drawing Club	Hold a pencil effectively, develop accuracy and care when drawing and writing.				
	Lunch Time	Hold and use a knife and fork correctly, understand about healthy eating.				
	Mark making	Hold a pencil effectively, develop accuracy and care when forming letters and writing.				
	PE – Arena and Class teacher	Fundamental movement skills, develop strength, balance, agility and co-ordination. Combine movement, develop ball skills.				

# EYFS Long Term Overview 2024-25

<p><b>Literacy</b></p> <ul style="list-style-type: none"><li>▪ <b>Word Reading</b></li><li>▪ <b>Writing</b></li></ul>	<p>We aim to become...<b>Brilliant Bookworms</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). And <b>Wow Writers</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p> <p><i>Educational Programme (from EYFS Framework 2021): It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i></p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>• Retell class stories and narratives using newly introduced vocabulary in the correct context.</li><li>• Listen, consider and reason what might happen next when being read to.</li><li>• Use their knowledge and vocabulary encountered from stories and narratives in their play and discussions with others e.g. using characters and events in their role play, discussing why and how things happen/work (non fiction) and performing rhymes and poems.</li></ul> <p>Word Reading: Following RWI;</p> <ul style="list-style-type: none"><li>• Know at least all set 1 and most set 2 sounds and use them to decode words with them in.</li><li>• Become proficient with using fred talk and fred in your head to blend and read words.</li><li>• Be able to read aloud at least green/purple books and the red words they encounter e.g. the, I, you, he, she, was.</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• Use the correct formation (RWI rhymes) to form letters that can be identified by others.</li><li>• Use their phonic knowledge (at least set 1 and set 2 sounds) to identify and write sounds they hear in words.</li><li>• Articulate and construct a string of words together to form phrases or sentences that can be read by others.</li><li>• Use finger spaces and begin to have some understanding of capital letters and full stops.</li></ul>
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# EYFS Long Term Overview 2024-25

	<u>Read, Write, Inc</u> Teach Set 1 sounds Letter formation	<u>Read, Write, Inc</u> Teach Set 1 sounds Read red words (red ditty level) Letter formation Fred Fingers	<u>Read, Write, Inc</u> Recap Set 1 sounds Teach Set 2 sounds Read red words (red ditty level) Letter formation Fred Fingers	<u>Read, Write, Inc</u> Recap Set 1 sounds Teach Set 2 sounds Read red words (green level) Letter formation Fred Fingers	<u>Read, Write, Inc</u> Recap Set 1 and 2 sounds Read red words (green level) Letter formation Fred Fingers	<u>Read, Write, Inc</u> Recap Set 1 and 2 sounds Read red words (green/purple level) Letter formation Fred Fingers
	<u>Drawing Club/English</u> mi copying and writing Writing secret symbols (message centre), initial sounds	<u>Drawing Club/English</u> Name copying and writing Writing secret symbols (message centre), initial sounds, CVC words	<u>Drawing Club/English</u> Writing phonetically decodable words, phrases and captions	<u>Drawing Club/English</u> Writing phonetically decodable words, phrases and captions	<u>Drawing Club/English</u> Writing phonetically decodable words, simple sentences	<u>Drawing Club/English</u> Writing phonetically decodable words, simple sentences
	<u>Drawing Club</u>	Learn and practise new vocabulary, listen and talk about stories, read and write				
	<u>Talk Through Stories</u>	Explore new texts and discuss settings, characters feelings and motives. Expand vocabulary by putting words in everyday context.				
	<u>Phonological awareness</u>	Orally blend and segment, identify rhyme and continue a rhyming strong, count syllables, discriminate between sounds.				
	<u>Story/Song time</u>	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				

<b>Maths</b> ▪ <b>Number</b>	<b>We aim to become...Masters of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</b>
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# EYFS Long Term Overview 2024-25

<ul style="list-style-type: none"> <li>▪ Numerical Pattern</li> <li>▪ Shape and Space</li> </ul>	<p><i>Educational Programme (from EYFS Framework 2021): Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p> <p><b>Number:</b> To be competent to use the maths rich continuous provision and adult led teaching to demonstrate a deep understanding of numbers to 10, including the composition of each number by;</p> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>● Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Counting from different starting points. Learning, singing, using in role play and reciting number rhymes and stories.</li> <li>● Be confidence in putting numerals in order - 0 to 10 (ordinality)</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>● Be able to subitise numbers to five. Identify patterns of numbers within objects and pictures. Using opportunities of amounts in the environment outside and inside as well as maths resources including 10 frames, counters and rekenrek. Matching the numeral with a group of items to show how many there are (up to 10).</li> <li>● Accurately counting out up to 10 objects from a larger group and counting objects, actions and sounds. Using one to one correspondence and saying the numbers in order and matching one number name to each item. Saying how many there are after counting – for example, "...6, 7, 8. There are <b>8 balls</b>" –appreciating that the last number of the count indicates the total number of the group. This is the cardinal counting principle.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Be aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Conceptually able to subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</li> <li>● In practical activities, adds one and subtracts one with numbers to 10. Beginning to be able to explore and work out mathematical problems, using signs and strategies of their own choice.</li> <li>● Automatically recall (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. Using opportunities that arise e.g. there are 5 of us, 3 of us have clipboards how many more do we need?</li> </ul>
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# EYFS Long Term Overview 2024-25

	<p><b>Numerical Patterns:</b> To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond.</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Use number names and symbols when comparing numbers and showing interest in numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Use the vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' when discussing amounts and numbers and when estimating a number of things, showing understanding of relative size.</li> <li>Use concrete objects to explore and represent patterns (numbers up to 10) including odd and even numbers, double facts and sharing.</li> </ul>					
	<p>To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-10 To have an accurate 1:1 correspondence from 1-10. To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-10. To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8</p>	<p>To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects</p>	<p>To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones 1:1 correspondence to 15.</p>	<p>To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts 1:1 correspondence to 20.</p>
	<p>To recap which group has more To recap which group has less To compare quantities to 5. To count to 10.</p>	<p>To compare quantities to 10. To compare equal and unequal groups To count to and back from 10. To order numbers to 10</p>	<p>To count to 15 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects</p>	<p>To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 20. To combine two groups of objects</p>	<p>To be secure in counting to 20. To add numbers To subtract numbers To find the missing number To order numbers e.g. 1, 4, 8</p>	<p>To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To share quantities equally</p>

# EYFS Long Term Overview 2024-25

				To take away objects and count how many are left			
	To recap matching objects To recap sorting objects To compare length, height, size. To recognise and name circle and triangle	To recognise and name square and rectangle ( <a href="#">Henri Matisse artist</a> ) To finish a repeating pattern of 2 objects or colours To begin to use positional language.	To order objects by height and length To measure height using their own feet. To understand different times of the day. To begin to name 3D shapes To create a simple repeating pattern.	To compare capacity. To measure capacity Repeat more complex patterns e.g. ABB, AAB, AABB, AABBB. To begin to name 3D shapes To explore the properties of 3D shapes To notice patterns in the natural world.	To order the days of the week To match, rotate and manipulate shapes. To introduce 1p, 2p, 5. To describe the properties of 3D shapes To make pictures with shape.	To add money using 1p coins. To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes	
	<b>Power maths is used throughout the year as the foundations of our maths curriculum.</b>						
	Daily Routines	Self Registration (10 frame), calendar, time table, book voting					
	Drawing Club	Use mathematical language when drawing, count subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes.					
	Maths during continuous provision	Practise taught skills. Use and apply taught skills in real life situations, message centre (read and write secret symbols and passcodes). 'What do you notice? What do you wonder?'					
Story/Song Time	Practise taught skills, 'What do you notice? What do you wonder?'						

<p><b>Understanding the World (RE, History, Geography, Science, Computing)</b></p> <ul style="list-style-type: none"> <li>• <b>People, Culture and Community.</b></li> </ul>	<p><b>We aim to become...Exceptional Explorers who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. And... Compassionate Citizens who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs.</b></p> <p><i>Educational Programme (from EYFS Framework 2021): Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p>
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# EYFS Long Term Overview 2024-25

<ul style="list-style-type: none"> <li>▪ <b>The Natural World.</b></li> <li>▪ <b>People and places</b></li> <li>▪ <b>Character, setting, event from the past</b></li> </ul>	<p>Past and present:</p> <ul style="list-style-type: none"> <li>● Talking and commenting on images, books and objects that show familiar past events and discuss the similarities and differences based on their experiences.</li> <li>● Using class texts to explore past and present e.g. pirates, castles and characters.</li> <li>● Discussing when the story takes place and the similarities and differences.</li> </ul> <p>People, culture and communities:</p> <ul style="list-style-type: none"> <li>● Use introduced vocabulary to describe their immediate environment including place names. Being able to interpret and identify areas on a simple map and attempt to draw their own, using observations, stories and non-fiction text.</li> <li>● Be confident to share details about their family and community and make comparisons with other families and communities. Drawing on real life experiences and books. Joining in with SMSC discussions and RE learning and understanding similarities and differences between religious and cultural communities and how they celebrate special times in different ways. Using these discussions and experiences in their play.</li> <li>● Be able to compare and contrast differences and similarities in life in this country and others, using knowledge and vocabulary gained through stories and texts, maps, pictures and videos and discussions.</li> </ul> <p>The Natural World:</p> <ul style="list-style-type: none"> <li>● Be curious to explore the natural world and use their senses to investigate hands on experiences including natural processes e.g. ice melting, changing of the seasons.</li> <li>● Understand how to care for the natural environment.</li> <li>● Make close observations of animals and plants and draw pictures including details observed and being able to articulate using introduced vocabulary including the name of plants and animals.</li> <li>● Join in with discussions comparing the features of our immediate environment with those of others (local, national and the world) by drawing on first hand experiences, information from books, videos and pictures.</li> </ul>					
	<p><b>RE/SMSC: (UTW – People, Culture and Communities)</b></p> <p>F1 GOD/ CREATION: Why is the word 'God' so important to Christians?</p> <p>Unit 1</p>	<p><b>RE/SMSC: (UTW – People, Culture and Communities)</b></p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Unit 2</p> <p>How Hindus celebrate Diwali.</p>	<p><b>RE/SMSC: (UTW – People, Culture and Communities)</b></p> <p>Being Special: where do we belong?</p> <p>Unit 3</p> <p>Chinese New Year. How is it celebrated? Traditions.</p> <p>People who help</p>	<p><b>RE/SMSC: (UTW – People, Culture and Communities)</b></p> <p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Unit 4</p> <p>To understand celebrations such as Mothering Sunday</p>	<p><b>RE/SMSC: (UTW – People, Culture and Communities)</b></p> <p>What times/stories are special and why?</p> <p>Unit 6</p> <p>Share details about their family and community and make comparisons with other families and</p>	<p><b>RE/SMSC: (UTW – People, Culture and Communities)</b></p> <p>What places are special and why?</p> <p>Unit 5</p>



# EYFS Long Term Overview 2024-25

	<p>Family structures, who is part of our families.</p> <p>Similarities and differences between themselves and peers.</p> <p>Harvest</p>	<p>The Christmas Story and how it is celebrated.</p> <p>Know that people around the world have different religions.</p> <p>Curiosity suitcase: Diwali (coloured rice, Henna, Diva lamps, books etc).</p> <p>Remembrance Day</p>	<p>us within the local community,</p> <p><b>Curiosity suitcase: Chinese New Year (masks, chop sticks, umbrellas etc).</b></p>	<p>To understand the celebration of St Piran's Day</p>	<p>communities around the world.</p>	
	<p><b>History: (UTW – Past and Present)</b></p> <p>To know about my own life-story</p> <p>To know how I have changed</p> <p>Now and then – houses.</p> <p><b>Curiosity suitcase: Household items (such as telephones, old iron)</b></p>	<p><b>History: (UTW – Past and Present)</b></p> <p>To know about figures from the past (<a href="#">Guy Fawkes</a>)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (<a href="#">Toys and Teddy's</a>, <a href="#">trip to Charlie Bears</a>).</p>	<p><b>History: (UTW – Past and Present)</b></p> <p>To talk about the lives of the people around us.</p> <p>To know that the people who help us exist and what they do (visitors to come in)</p> <p><b>Curiosity suitcase: Old map OS Old picture of Launceston/school</b></p>	<p><b>History: (UTW – Past and Present)</b></p> <p>History of St Piran - 5<sup>th</sup> March</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (<a href="#">Farming and trip</a>)</p>	<p><b>History: (UTW – Past and Present)</b></p> <p>Now and then – transport.</p> <p>Famous explorers – link to Geography work.</p> <p><b>Curiosity suitcase: pictures of transport through history. Can they order them on a timeline? An old car horn?</b></p>	<p><b>History: (UTW – Past and Present)</b></p> <p>Now and then – the seaside.</p> <p><b>Curiosity suitcase: Old compass</b></p>

# EYFS Long Term Overview 2024-25

		<p>Traditions:</p> <ul style="list-style-type: none"> <li>• Birthdays</li> <li>• Christmas</li> </ul> <p>Remembrance Day</p> <p><b>Curiosity suitcase: Toys and Bears from the past</b></p>				
	<b>Peek into the Past – Kapow Unit to support teaching and learning</b>				<b>Adventures through Time - Kapow Unit to support teaching and learning</b>	
	<p><b>Geography: (UTW – People, Culture and Communities)</b></p> <p>Explore my new school and all of its environments (e.g. classroom, hall, library, mud kitchen, field, playground etc...).</p> <p>My home and journey to school. What do I see on the way? Are there any big buildings (e.g. church).</p>	<p><b>Geography: (UTW – People, Culture and Communities)</b></p> <p>Visit to local town. E.g. library/ café/ church/ park/ castle etc...</p> <p>What is there in Launceston that we already know and what can we find out?</p> <p>Link to other countries: E.g. Lost and Found (Oliver Jeffers). Diwali.</p>	<p><b>Geography: (UTW – People, Culture and Communities)</b></p> <p>PCSO visit</p> <p>Link to other countries: E.g. Chinese New Year</p>	<p><b>Geography: (UTW – People, Culture and Communities)</b></p> <p>Follow a simple map of school grounds.</p> <p>Draw own simple maps.</p>	<p><b>Geography: (UTW – People, Culture and Communities)</b></p> <p>Compare and contrast environments – polar regions, desert, jungle, under the sea, space</p> <p>Looking for them on the world map/ globe.</p> <p>Link to other countries: link to Science and habitats. Which country do different animals live in?</p>	<p><b>Geography: (UTW – People, Culture and Communities)</b></p> <p>Discussions around looking after the world – recycling, turning off lights, pick up litter etc (link with Science).</p> <p>Map drawing – link with beach visit</p>
	<b>Outdoor Adventures Kapow Unit</b>		<b>Exploring maps Kapow unit</b>		<b>Exploring the World Kapow unit</b>	

# EYFS Long Term Overview 2024-25

	<p><b>Science:</b> (UTW – The Natural World)</p> <p>Explore the natural environment using our 5 senses.</p> <p>Begin to show respect and care for the natural environment.</p> <p>Children go for a walk around the village and name some features of the environment. Children to consider beforehand what they might find and tick off.</p> <p><b>All About Me Plymouth Science Unit</b></p>	<p><b>Science:</b> (UTW – The Natural World)</p> <p>Recognise the signs of Autumn.</p> <p>Features of the world and Earth (river, forests, sea, land etc...)</p> <p>Explore light and colour. <b>Colour Plymouth Science Unit</b></p> <p>Explore magnets.</p>	<p><b>Science:</b> (UTW – The Natural World)</p> <p>Recognise the signs of Winter.</p> <p>Know some important processes and changes in the natural world including states of matter (freezing)</p> <p>Growing and changing.</p> <p>Human life cycles.</p>	<p><b>Science:</b> (UTW – The Natural World)</p> <p>Recognise the signs of Spring.</p> <p>Planting seeds – observing growth. Caring for plants. parts of a plant.</p> <p>Lifecycles of plants and animals</p> <p>Science Week.</p> <p>Life cycles of insects (butterfly, frog, chick).</p> <p>Minibeasts</p> <p><b>Minibeasts and Growing Plymouth Science Unit</b></p>	<p><b>Science:</b> (UTW – The Natural World)</p> <p>Know about features of my own immediate environment and how they might vary from another.</p> <p>Animals – how have different animals adapted to their habitats? Know that animals live in hot and cold places</p> <p><b>Animals Plymouth Science Unit</b></p>	<p><b>Science:</b> (UTW – The Natural World)</p> <p>Recognise the signs of Summer.</p> <p>Know that some things in the world are man-made and some things are natural.</p> <p>Explore materials and textures (recycling). <b>Materials Plymouth Science Unit</b></p> <p>Know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>
	<p><b>Computing:</b> Engaging with age appropriate software: Ipads CD player IWB</p>	<p><b>Computing:</b> Use iPad stopwatch app – link to maths work on time.  Use Beebots – basic operations</p>	<p><b>Computing:</b> Use of technology in home and school.  What technology do you have at home? How is this the same/different</p>	<p><b>Computing:</b> Use Beebots - moving from A to B</p>	<p><b>Computing:</b> Engaging with age appropriate software: Google maps on the iPad linked to Geography work.</p>	<p><b>Computing:</b> Engaging with age appropriate software: Ipads CD player IWB</p>

# EYFS Long Term Overview 2024-25

			to what you have at school?  E-Safety Day.			
	2Paint MiniMash		Simple City Unit MiniMash (PurpleMash) 2Go Unit MiniMash	2Explore MiniMash		
	Busy Learning/Play Projects	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story/Song Time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				

<p><b>Expressive Arts and Design (Art, DT and Music)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Creating with Materials</b></li> <li>▪ <b>Being Imaginative and Expressive</b></li> </ul>	<p><b>We aim to become... Proud Performers who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. And Dynamic Designers who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</b></p> <p><i>Educational Programme (from EYFS Framework 2021): The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> <li>● Plan what they are going to create and how they will go about it – part of their play project.</li> <li>● Experiment with combining a range of materials and to consider how problems can be overcome. Thinking about the best way to join materials e.g. tape, different sorts of glue, tags, string etc.</li> <li>● Experiment with colour mixing to produce different colours e.g. powder paint, poster paint and watercolours.</li> <li>● Independently use processes to shape materials e.g. scissors, tearing, sawing.</li> <li>● Creating collaboratively, sharing ideas, resources and skills.</li> <li>● Creatively use props and materials (loose parts that can symbolise different things) to role play characters and situations whilst collaborating with others.</li> <li>● Review their creations and talk about them (part of the play project cycle).</li> <li>● Being involved and concentrating</li> </ul>
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# EYFS Long Term Overview 2024-25

- Keeping on trying
- Enjoying achieving what they set out to do

Being imaginative and expressive:

- Know and join in with a collection of songs, rhymes and dances and perform them as part of the class, groups and individually.
- Introduces a story or narrative to their play. Drawing on experiences, stories and narratives used in class and beyond. Recounting, adapting and inventing stories and narratives
- Joining in and acting out experiences with others. Keeping play going and considering others.

<p><b>Art/DT:</b></p> <p><b>Drawing:</b> Explore making marks with wax crayons. To investigate the marks and patterns made by different textures.</p> <p><b>Painting and Mixed Media:</b> Explore paint through finger painting. Describe the texture and colours as they paint Talk about their work.</p> <p><b>Sculpture and 3D:</b> Explore clay and its properties.</p> <p><b>Craft &amp; Design:</b> Develop scissor skills.</p> <p>Focus Artist: Georges Seurat (pointillism)</p>	<p><b>Art/DT:</b></p> <p><b>Drawing:</b> Explore making marks with felt tips. Use felt tips to make patterns.</p> <p><b>Painting and Mixed Media:</b> Create natural paintbrushes using found objects. Explore with natural paintbrushes and mud paint to create artwork. To talk about their work.</p> <p><b>Sculpture and 3D:</b> Explore playdough and its properties Use tools safely and with confidence.</p> <p><b>Craft &amp; Design:</b> Develop threading skills.</p> <p><b>Seasonal Crafts: salt dough decorations: Kapow</b></p> <p>Junk model – join with tape/glue and embellish</p> <p>Focus Artist: John Dyer (fireworks)</p>	<p><b>Art/DT:</b></p> <p><b>Drawing:</b> Explore making marks with chalk. Make controlled large and small movements with the chalk. Compare different ways of making marks and drawing.</p> <p><b>Painting and Mixed Media:</b> Respond to music through the medium of paint, Use paint to express ideas and feelings.</p> <p><b>Sculpture and 3D:</b> Create natural 3D landscape pictures using found objects.</p> <p><b>Craft &amp; Design:</b> Explore the different ways we can join materials together and practise these techniques.</p> <p><b>Seasonal Crafts: petal mandala sun catchers: Kapow</b></p> <p>Focus Artist - Henri Matisse (cut and stick collage)</p>	<p><b>Art/DT:</b></p> <p><b>Drawing:</b> Explore mark making using pencils Create a simple observational drawing</p> <p><b>Painting and Mixed Media:</b> To make child-led collages using mixed media. To use loose parts to create a piece of transient art.</p> <p><b>Sculpture and 3D:</b> Generate inspiration and conversation about sculpture art and artists. Create a design for 3D animal sculpture</p> <p><b>Craft &amp; Design:</b> To learn how to fold, curl and cut paper to achieve a desired effect.</p> <p>Focus Artist – Emily Stackhouse (observational drawing of plants)</p>	<p><b>Art/DT:</b></p> <p><b>Drawing:</b> Use their observational skills to create a self portrait.</p> <p><b>Painting and Mixed Media:</b> Explore the artist Megan Coyle. Create landscape collages inspired by the work of Megan Coyle.</p> <p><b>Sculpture and 3D:</b> Begin to make a 3D clay sculpture using the designs created last term.</p> <p><b>Craft &amp; Design:</b> Create a design for a tissue paper flower.</p> <p><b>Seasonal Craft: Salt painting: Kapow</b></p> <p>Focus Artist – Paul Klee, Wassily Kandinsky (shapes)</p>	<p><b>Art/DT:</b></p> <p><b>Drawing:</b> Use a variety of colours and materials to create a self portrait. To express their own self-image through art. Compare how colour is used by artists.</p> <p><b>Painting and Mixed Media:</b> Create a large piece of group artwork Experiment with colour, design and painting techniques.</p> <p><b>Sculpture and 3D:</b> Share their creation, explaining the processes they have used.</p> <p><b>Craft &amp; Design:</b> Create a tissue paper flower based upon last lesson’s design Refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Junk model – moving parts</p> <p>Focus Artist – Barbara Hepworth (sculpture)</p>
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# EYFS Long Term Overview 2024-25

<b>Home Corner enrichment</b>						
	<b>Music:</b> Outdoor performance stage  Signing nursery rhymes  Harvest song and performance	<b>Music:</b> Outdoor performance stage  Signing nursery rhymes  Nativity singing and performance.	<b>Music:</b> Outdoor performance stage - addition of percussion instruments  Listening to classical music – CD player.  Signing nursery rhymes	<b>Music:</b> Outdoor performance stage - addition of percussion instruments  Signing nursery rhymes	<b>Music:</b> Outdoor performance stage – addition of tuned instruments  Signing nursery rhymes	<b>Music:</b> Outdoor performance stage – addition of tuned instruments  Signing nursery rhymes
	<b>Home corner with Autumn/Harvest foods</b>  Add Halloween bits	<b>Add winter clothing</b> <b>Add Christmas decorations/presents/tree etc</b>	<b>Winter clothing</b> <b>Chinese New Year bits</b>	<b>Flowers</b> <b>Sunhats and umbrellas (for Spring weather)</b> <b>Pictures of animals and their babies</b>	<b>Pictures of animals and their habitats</b>	
	Drawing Club	Develop drawing skills, use imagination, develop stories				
	Busy Learning/ play projects	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Story/sing time	Sing a range of songs/nursery rhymes, understand the structure of stories.				

# EYFS Long Term Overview 2024-25