



EYFS (Reception) Long Term Overview 2023-2024



	Autumn 1 Captain Resilience	Autumn 2 Collaboration Kid	Spring 1 The Questionner	Spring 2 The Reflector	Summer 1 Consolidate learning powers	Summer 2 Consolidate learning powers	
Themes/Topics	<p>Marvellous Me! <i>Starting school/settling in, All about me, My Family, People Who Help Us</i></p>	<p>Celebrations Around the World! <i>Harvest – Pumpkins, Christmas Around the World, Celebrations including Diwali</i></p>	<p>Terrific Tales! <i>Planting seeds</i></p>	<p>Terrific Tales! <i>Science week</i></p>	<p>All Creatures Great and Small! <i>Life Cycles – caterpillars</i></p>	<p>What is under the sea?</p>	
Texts	<p>Owl Babies The Family Book <i>Starting School, Colour Monster goes to School, Happy in Our Skin, All Are Welcome, My World Your World, Stick Man, My Daddies, Coming to England</i></p>	<p>The Best Diwali Ever Little Glow <i>What a Wonderful World, Hats for Faith, The Christmas Story, Christmas Around the World, The Night Before Christmas</i></p>	<p>Goldilocks and the Three Bears Little Red Riding Hood <i>The Little Red Hen, The Ugly Duckling, The Three Billy Goats Gruff, Chicken Licken</i></p>	<p>Jack and the Beanstalk The Gingerbread Man <i>Cinderella, Hansel and Gretel, The Elves and the Shoemaker, The Three Little Pigs</i></p>	<p>Tom and the Island of Dinosaurs Mad about Minibeasts <i>The Hungry Caterpillar, Minibeasts (Non Fiction), Do you Love Bugs, Am I yours Dinosaurs (Non fiction)</i></p>	<p>The Sea Saw Tiddler <i>What the Ladybird Heard at the Seaside</i> <i>Sharing a Shell</i></p>	
Celebrations & Experiences	<p>Starting school & settling in – teddy bears picnic, Autumn, Black History Month</p>	<p>Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity</p>	<p>Lunar New Year, Valentine’s day, Planting seeds, Spring</p>	<p>World Book day, Mother’s day, Pancake day, Easter, Science week</p>	<p>Summer</p>	<p>Father’s day, Sports day, Transition, World ocean day</p>	
WOW	<p>Dress up as ‘someone who helps us’</p>	<p>Diwali celebration day</p>	<p>Lunar New Year day – food tasting</p>	<p>Dress up for World Book day</p>	<p>Dress up as an animal day</p>	<p>Sea themed dress up day</p>	

Trips	Local walk around the school environment	Church trip (Advent)	Oxted Library	Church trip (Easter) Wakehurst Place	Visit from animals – crocodile encounters/therapy animals	Beach day at school Ice cream at the park	
Visitor	Fire engine visit Secret reader	Secret reader	Secret reader	Secret reader	Secret reader	Secret reader	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	To be able to follow one-step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To wash hands independently	To understand the need to have rules.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing.	To manage own basic needs independently. To dress independently.	To be able to show a 'can do' attitude To understand the importance of healthy food choices	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults.	Begin to develop friendships.	To be able 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 be able to have confidence to communicate with adults around the school.	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers;



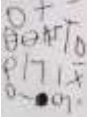
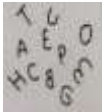

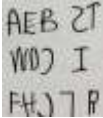
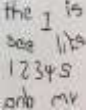
							- Show sensitivity to their own and to others' needs.
These statements are split, but all should apply on an ongoing basis throughout the year.							
Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important.	To begin to understand how and why questions.	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To be able to talk in front of small groups and their teacher offering their own ideas.	To be able to use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.
Gross Motor Skills	To move safely in a space.	Explore different ways to travel using equipment.	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	To move safely with confidence and imagination, communicating ideas through movement.	To play by the rules and develop coordination.	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

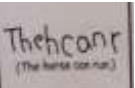
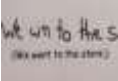
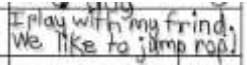
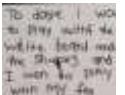
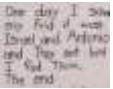
Fine Motor Skills	<p>To create a mark holding a pen however is comfortable To develop whole handgrip.</p> <p>Begin to use tripod grip when using mark-making tools.</p>	<p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>Begin to use tripod grip when using mark-making tools.</p>	<p>To handle scissors, pencil and glue effectively.</p> <p>Begin to use tripod grip when using mark-making tools.</p>	<p>To use small tools such as tweezers/ hole punches. Able to use cutlery appropriately.</p> <p>Begin to use tripod grip when using mark-making tools.</p>	<p>Hold scissors correctly and cut out small shapes.</p> <p>Begin to use tripod grip when using mark-making tools.</p>	<p>To form letters correctly using a tripod grip.</p>	<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Comprehension	<p>Independently looks at a book, holding it the correct way and turning pages.</p>	<p>Engages and enjoys an increasing range of books.</p>	<p>Acts out stories using recently introduced vocabulary.</p>	<p>To be able to talk about the characters in the books they are reading.</p>	<p>Retell a story using vocabulary influenced by their book.</p>	<p>Able to answer questions about what they have read.</p>	<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	<p>Recognise and read Set 1 single sounds.</p> <p>Red word focus: I the</p>	<p>Recognise and read Set 1 single sounds and Set 1 special friends.</p> <p>Red word focus: to no</p> <p>Read all Set 1 sounds; blend sounds into words orally</p>	<p>Consolidate Set 1 and Special Friends</p> <p>Red word focus: of my</p> <p>Blend sounds to read words; read short Ditty stories</p>	<p>Consolidate Set 1 and Special Friends (start to introduce Set 2)</p> <p>Red word focus: I of the to no my</p> <p>Read Red Storybooks</p>	<p>Teach Set 2</p> <p>Red word focus: the your said you my he I are of no</p> <p>Read Green Storybooks; read some Set 2 sounds</p>	<p>Teach Set 2</p> <p>Red word focus: the your said you my he I are of no</p> <p>Read Green or Purple Storybooks</p>	<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<p>To give meanings to the marks they make.</p> <p>Shape coding: Who</p>	<p>Forms letters correctly.</p> <p>Shape coding: Who</p>	<p>Write words representing the sounds with a letter/letters.</p>	<p>Write labels/phrases representing the sounds with a letter/letters.</p>	<p>Write words that are spelt phonetically.</p>	<p>Write simple phrases and sentences using recognisable letter and sounds.</p>	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed;

			Shape coding: Who/What doing	Shape coding: Who/What doing	Shape coding: Who/What doing	Shape coding: Who/What doing	<ul style="list-style-type: none"> - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Number	Have a deep understanding of numbers 1 – 3.	Have a deep understanding of numbers 1 - 5.	Have a deep understanding of numbers 1 – 8.	Have a deep understanding of numbers 1 - 10	To revise number bonds to 5.	Know number bonds to 10 including doubling facts.	<ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - 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.
Numerical Patterns	Verbally say which group has more or less.	Compare equal and unequal groups.	Understand and explore the difference between odd and even numbers.	Add and subtract using number sentences.	Share quantities equally.	To be able to count beyond 30 and higher (100)	<ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space & Measure	Learn names and properties of 3D & 2D shapes.	Spatial awareness: describe position, direction and movement.	Measure: to compare length, height and weight.	Explore patterns and continue a given pattern.	Shape: composing and decomposing shapes.	Measure: Volume and capacity.	<ul style="list-style-type: none"> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Past and Present	To know about their own life story and know they have changed.	To know some similarities and differences between things	Talk about the lives of people around them.	Talk about past and present events in their lives and what	To know about the past through settings, characters.	To know about the past through settings, characters and events.	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society;

		in the past and now.		has been read to them			<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	Know about features of the immediate environment.	Know about people who help us within the local community.	Know that there are many countries around the world.	Know that people around the world have different religions.	To know that people in other countries may speak different languages.	To know that simple symbols are used to identify features on a map.	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
The Natural World	To explore and ask questions about the natural environment around them	Understand the terms 'same' and 'different'.	Talk about features of the environment they are in and learn about the different environments.	Make observations about plants discussing similarities and differences.	Make observations about animals discussing similarities and differences.	Know some important processes and changes in the natural world including states of matter.	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Creating with Materials	Experiment mixing with colours.	Experiment with different textures.	Safely explore different techniques for joining materials.	Make props and costumes for different role-play scenarios.	Explore and use a variety of artistic effects to express	To share creations, talk about process and evaluate their work.	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

					their ideas and feelings.		<ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.
Being Imaginative and Expressive	Sing and perform nursery rhymes.	Experiment with different instruments and their sounds.	Create narratives based around stories.	Move in time to the music.	Play an instrument following a musical pattern.	Invent their own narratives, stories and poems.	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Typical Writing development across the Reception Year and beyond.							
	Pre writing		Letter strings			Early developmental spelling	
Early Steps	<p>I explore making marks, but I do not communicate meaning.</p> <p>Random scribbling.</p> 	<p>I draw pictures.</p> <p>I use lines to look like writing.</p> <p>Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p> <p>Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing.</p> <p>Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom.</p> <p>I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me.</p> <p>I often do not know what the words say.</p> 

<p>Developing Writing</p> <p>Words</p>	<p>I am beginning to hear initial sounds and attempt to write these down.</p> <p>m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match.</p> <p>c - cat d - dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.</p> <p>muy - mummy sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p>at in up cat dog pig</p>	<p>I can write High Frequency decodable and red words from memory.</p> <p>mum dad and can</p> <p>I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</p> <p>buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge Set 1 & 2.</p> <p>Plausible attempts</p> <p>Set 1 & 2</p> <p>Red words</p> <p>Adjacent consonants</p>
<p>Developing Writing</p> <p>Sentences</p>	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p>Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.</p> <p>Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 
<p>Text forms and purposes</p>	<p>I attempt to write simple labels.</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages.</p> <p>I can write lists, greeting cards and menus.</p>	<p>I can write captions</p> <p>I can write instructions.</p> <p>I can write postcards.</p>	<p>I can write simple stories with a beginning, middle and end.</p> <p>I can write a letter.</p>	<p>I can write stories with narratives and storytelling language.</p> <p>I can write at length.</p>