

# HURSTBOURNE TARRANT CE PRIMARY SCHOOL

## EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	ALL ABOUT ME (Ourselves) Family Local Area Autumn (including Hedgehogs) <b>Focused Text:</b> The Kissing Hand, I'm Special, I'm Me. <b>Focused Authors:</b> Dr Seuss, Julia Donaldson, Anne Meek, Rosie Wellesley, Helen Cooper <b>Trip:</b> Walk around Hurstbourne Tarrant <b>M&amp;M Productions</b> <b>Outcome:</b> 18/10/23	COME AND JOIN THE CELEBRATION (Culture and Identity) Bonfire Night, Diwali, Thanksgiving, birthdays, Nativity Christmas/Father Christmas story Christmas around the world <b>Focused Texts:</b> Percy the Park Keeper Stories and Kippers Birthday <b>Focused Authors:</b> Nick Butterworth and Mike Inkpen Nativity Performance in Church Pantomime <b>Outcome:</b> 12/12/23	HUFF, PUFF and GRUFF (Fables, Myths and Legends) Winter Chinese New Year <b>Focused Texts:</b> Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man and the Three Little Pigs <b>Focused Author:</b> Hans Christian Anderson, Brothers Grimm, Joseph Jacobs <b>Visitor:</b> Story Teller <b>Outcome:</b> 07/02/24	SUPERHEROES (Ourselves) Pancake Day Easter <b>Focused Text:</b> Supertato <b>Focused Author:</b> Sue Hendra & Paul Linnett Visitors in school linked to people who help us  <b>Outcome:</b> 26/03/24	WATCH US GROW (Environment) Life cycles – Butterfly/plant Planting our own plants How have we changed <b>Focused Texts:</b> The Tiny Seed and The Very Hungry Caterpillar <b>Focused Author:</b> Eric Carle <b>Millers Ark Visit at School with Summer Class</b>  <b>Outcome:</b> 22/05/24	UNDER THE SEA (Environment) Sea creatures Rockpools <b>Focused Texts:</b> Bright Stanley, Commotion in the Ocean and Sharing a Shell. <b>Focused Author:</b> Claire Freedman <b>Trip:</b> Oceanarium Bournemouth  <b>Outcome:</b> 17/07/24
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.         Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.      Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.      Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
Literacy	Read individual letters by saying the sounds for them. Using Read Write Inc Phonics Scheme.	Blend sounds into words, so that they can read short words made up of taught letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme (Read, Write Inc).	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Mathematics	<b>Match, Sort and Compare, Talk about Measure and Pattern</b> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language. Match and Sort Compare Amounts Compare Size, Mass & Capacity Exploring Pattern	<b>It's Me 1 2 3! Circles and Triangles, 1,2,3,4,5 and 4 sided shapes</b> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and Triangles Positional Language Representing Numbers to 5. One More and Less. Shapes with 4 Sides. Time	<b>Alive in 5! Mass and Capacity, Length, height and time and Growing 6,7,8!</b> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2) 6, 7 & 8 Combining 2 amounts Making pairs Length & Height Time	<b>Building 9 &amp; 10 and exploring 3D Shapes</b> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3d-shapes Spatial Awareness Patterns Building Numbers Beyond 10 Counting Patterns Beyond 10	<b>To 20 and Beyond, How many now and Sharing and Grouping</b> Spatial Reasoning (1) Match, Rotate, Manipulate Adding More Taking Away Spatial Reasoning (2) Compose and Decompose	<b>Visualise, build and map, make connections and Consolidation</b> Doubling Sharing & Grouping Even & Odd Spatial Reasoning (3) Visualise and Build Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping

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RE	Harvest Bible Stories Introducing daily worship Learning our prayers (The Candle Prayer, The Lord's Prayer, The Grace) Introduce Self, Others, Beauty and Beyond.	<b>Key Ideas/Concepts: Celebrating birthdays</b> <b>Unit: Jesus' Birthday</b> Step 1 – Communicate: What is our experience of birthday celebrations? Step 2 – Apply: How do birthday celebrations make us feel? Step 3 – Enquire: What is a celebration for? Step 4 – Contextualise: How do Christians celebrate Jesus' birthday? Step 5 – Evaluate: Is celebrating Jesus' birthday important Christians?	<b>Key Ideas/Concepts: Celebration</b> <b>Unit: Jews celebrating Shabbat</b> Step 1 – Communicate: What is our experience of celebration? Step 2 – Apply: How do celebrations make us feel? Step 3 – Enquire: What do we need for a celebration? Step 4 – Contextualise: How do Jews celebrate Shabbat Step 5 – Evaluate: Is celebrating Shabbat important to Jews?	<b>Key Ideas/Concepts: New Life</b> <b>Unit: New Life at Easter</b> Step 1 – Communicate: What experiences have you had of new life? Step 2 – Apply: Is all new life the same? Step 3 – Enquire: What is new life? Step 4 – Contextualise: What do Christians believe about new life and Jesus at Easter? Step 5 – Evaluate: Why do you think new life is important to many Christians?	<b>Key Ideas/Concepts: Power</b> <b>Unit: Hindu God Ganesh</b> Step 1 – Communicate: What are my experiences of power? Step 2 – Apply: How does power affect what I do? Step 3 – Enquire: What does power mean? Step 4 – Contextualise: What are some Hindu stories about powerful Ganesh? Step 5 – Evaluate: What do we think about Ganesh power?	<b>Key Ideas/Concepts: Special</b> <b>Unit: Special Clothes</b> Step 1 – Communicate: What is our experience of special clothes? Step 2 – Apply: How do special clothes make us feel? Step 3 – Enquire: What does special mean? Step 4 – Contextualise: What special clothes to Christians wear? What special clothes do Hindus wear? Step 5 – Evaluate: Are special clothes important?
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community. Understanding different roles in society and how certain professions can help us.	Explore the natural world around them. Understanding how plants grow and what is needed to support this. Discuss how they have changed over time from baby until now.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand how different animals survive and the living conditions they need, eg on land, in water. Explore different types of fish and find facts out about them.
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Nativity.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses. Whole School Art Week	Watch and talk about dance and performance art, expressing their feelings and responses. Creating under the sea art using a variety of different techniques.
	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.					