

West Grantham Church of England Primary Academy

EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Good to be me Harvest ITMP	Celebrations Christmas, Diwali, Bonfire Autumn	Hot and Cold Winter Chinese New Year	Growing Spring Easter Eid	Transport Spring	Beside the Sea Summer Transition
School Value	Courage	Belief	Welcoming Difference	Love	Ambition	Integrity
Story Focus	Owl Babies The Little Red Hen	Lighting a Lamp. A Diwali Story. The Perfect Birthday Recipe Stickman	We all went on Safari The Blue Penguin	Errol's Garden The Very Hungry Caterpillar	Little People, Big Dreams, Amelia Earheart We're going on a Bear Hunt	Clean Up! Don't Worry Little Crab Sharing a Shell
School trips and visitors		Church visit – St Wulfram's Christmas Tree Festival Walk to the local postbox to deliver letters to Santa	Visit to a local library or library bus	Little Jack's Farm	Belton House	
Communication and Language	3-4 - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 3-4 - Sing a large repertoire of songs	3-4 - Enjoy listening to longer stories and can remember much of what happens.	3-4 - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 3-4 - Can start a conversation with an adult or a friend and continue it for many turns.	3-4 - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 3-4 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 3-4 - Use longer sentences of four to six words.	3-4 - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 3-4 - Use a wide range of vocabulary	3-4 - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 3-4 - Can the child use sentences they have joined up with words like 'because', 'or', 'and'
Communication and Language	R - Understand how to listen carefully and why listening is important. R - Engage in story times.	R - Ask questions to find out more and to check they understand what has been said to them. R - Describe events in some detail	R - Articulate their ideas and thoughts in well-formed sentences. R - Connect one idea or action to another using a range of connectives. R - Engage in non-fiction books. R - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	R - Describe events in some detail R - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	R - Listen to and talk about stories to build familiarity and understanding. R - Engage in non-fiction books. R - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	R - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. R - Use new vocabulary in different contexts.
Continuous C&L	R - Learn new vocabulary R - Use new vocabulary in different contexts R - Engage in story times R - Use new vocabulary through the day R - Listen carefully to rhymes and songs, paying attention to how they sound. R - Develop social phrases R - Learn rhymes, poems, and songs.					
Personal, Social and Emotional Development-	3-4 - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 3-4 - Increasingly follow rules, understanding why they are important. 3-4 - Do not always need an adult to remind them of a rule. 3-4 - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Mental Health Children... -Name a range of emotions R - See themselves as a valuable individual. Identity Children... -Talk about things that I like	3-4 - Become more outgoing with unfamiliar people, in the safe context of their setting. 3-4 - Show more confidence in new social situations. 3-4 - Develop their sense of responsibility and membership of a community. 3-4 - Begin to understand how others might be feeling. R - Show resilience and perseverance in the face of challenge. R - Identify and moderate their own feelings socially and emotionally. Consent Children... -Identify when play is safe and comfortable -Know it is okay to say no when something isn't safe or comfortable -Know when I need to ask for and seek permission	3-4 - Play with one or more other children, extending and elaborating play ideas. 3-4 - Talk with others to solve conflicts. 3-4 - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 3-4 - Develop appropriate ways of being assertive. 3-4 - Develop a sense of responsibility and membership within a community R - Think about the perspectives of others. Equality Children... -Talk about how we are the same and different: respect and celebrate each other's differences -Use courtesy and manners			

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Good To Be Me	Celebrations	Hot and Cold	Growing	Transport	Beside the Sea
<p>-Name people who are special to me and talk about that they like -Say at least three things that people like about me R - Express their feelings and consider the feelings of others. R - Build constructive and respectful relationships. Relationships and Friendships Children... -Name people who are special to me; both friends and family members -Say what makes a good friend</p> <p>PD Objectives R - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene R - 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.</p> <p>PSHE Physical health Children... -Know what physical health is. -Demonstrate good personal hygiene: toilet, brushing teeth, handwashing. -Say what their bedtime routine looks like -Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>PD Objectives R - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene R - 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.</p> <p>PSHE Physical health Children... -Know what physical health is. -Demonstrate good personal hygiene: toilet, brushing teeth, handwashing. -Say what their bedtime routine looks like -Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>PD Objectives R - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene R - 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.</p> <p>PSHE Physical health Children... -Know what physical health is. -Demonstrate good personal hygiene: toilet, brushing teeth, handwashing. -Say what their bedtime routine looks like -Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>R - Manage their own needs. Safety Children... Recognise danger and know that there are things I can do to keep myself safe (e.g. who I can talk to, where I can go in emergencies)</p> <p>PD Objectives R - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene R - 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.</p> <p>PSHE Physical health Children... -Know what physical health is. -Demonstrate good personal hygiene: toilet, brushing teeth, handwashing. -Say what their bedtime routine looks like -Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>R - Manage their own needs. Safety Children... Recognise danger and know that there are things I can do to keep myself safe (e.g. who I can talk to, where I can go in emergencies)</p> <p>PD Objectives R - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene R - 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.</p> <p>PSHE Physical health Children... -Know what physical health is. -Demonstrate good personal hygiene: toilet, brushing teeth, handwashing. -Say what their bedtime routine looks like -Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>R - Manage their own needs. Safety Children... Recognise danger and know that there are things I can do to keep myself safe (e.g. who I can talk to, where I can go in emergencies)</p> <p>PD Objectives R - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene R - 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.</p> <p>PSHE Physical health Children... -Know what physical health is. -Demonstrate good personal hygiene: toilet, brushing teeth, handwashing. -Say what their bedtime routine looks like -Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>
<p>Physical Development- ALL OF PD/PE COMPLETE</p> <p>3-4 - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 3-4 - Skip, hop, stand on one leg and hold a pose for a game like musical statues. 3-4 - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 3-4 - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 3-4 - Start to eat independently 3-4 - Use one-handed tools and equipment, for example, making snips in paper with scissors. 3-4 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 3-4 - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Resilience Children... • Are willing to try new activities • Will identify when help is needed</p> <p>Skill Children... • Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). • Show good control in smaller movements (e.g. throwing, catching and kicking).</p> <p>Fitness Children... • Take part in physical activities.</p>	<p>3-4 - Go up steps and stairs, or climb up apparatus, using alternate feet. 3-4 - Use large-muscle movements to wave flags and streamers, paint and make marks. 3-4 - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 3-4 - Make healthy choices about food, drink, activity and toothbrushing. 3-4 - Use one-handed tools and equipment, for example, making snips in paper with scissors. 3-4 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 3-4 - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Resilience Children... • Are willing to try new activities • Will identify when help is needed</p> <p>Skill Children... • Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). • Show good control in smaller movements (e.g. throwing, catching and kicking).</p> <p>Fitness Children... • Take part in physical activities.</p>	<p>3-4 - Go up steps and stairs, or climb up apparatus, using alternate feet. 3-4 - 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Start taking part in some group activities which they make up for themselves, or in teams. 3-4 - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 3-4 - Use a comfortable grip with good control when holding pens and pencils. 3-4 - Show a preference for a dominant hand. 3-4 - Use one-handed tools and equipment, for example, making snips in paper with scissors. 3-4 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 3-4 - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Resilience Children... • Are willing to try new activities • Will identify when help is needed</p> <p>Skill Children... • Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). • Show good control in smaller movements (e.g. throwing, catching and kicking).</p> <p>Fitness Children... • Take part in physical activities.</p> <p>Competition Children...</p>	<p>3-4 - 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						<ul style="list-style-type: none"> Understand and follow the rules of a team game. Work as part of a group.
Continuous Physical Development	<p>R - 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.</p> <p>R - 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.</p> <p>R - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>R - Develop overall body-strength, balance, co-ordination, and agility</p> <p>R - Progress towards a more fluent style of moving, with developing control and grace</p> <p>R - Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>					
Physical Development Reception <i>Get Set for PE</i>	<p><i>Introduction to PE Unit 1</i></p> <ul style="list-style-type: none"> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. <p>Resilience Children...</p> <ul style="list-style-type: none"> Are willing to try new activities Will identify when help is needed <p>Skill Children...</p> <ul style="list-style-type: none"> Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). <p>Fitness Children...</p> <ul style="list-style-type: none"> Take part in physical activities. <p>Competition Children...</p> <ul style="list-style-type: none"> Work as part of a group 	<p><i>Dance Unit 1</i></p> <ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions. <p>Resilience Children...</p> <ul style="list-style-type: none"> Are willing to try new activities Will identify when help is needed <p>Skill Children...</p> <ul style="list-style-type: none"> Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). <p>Fitness Children...</p> <ul style="list-style-type: none"> Take part in physical activities. 	<p><i>Gymnastics Unit 1</i></p> <ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together. <p>R - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>R - Combine different movements with ease and fluency</p> <p>Resilience Children...</p> <ul style="list-style-type: none"> Are willing to try new activities Will identify when help is needed <p>Skill Children...</p> <ul style="list-style-type: none"> Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). <p>Fitness Children...</p> <ul style="list-style-type: none"> Take part in physical activities. 	<p><i>Ball skills Unit 1</i></p> <ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. <p>R - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>R - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Resilience Children...</p> <ul style="list-style-type: none"> Are willing to try new activities Will identify when help is needed <p>Skill Children...</p> <ul style="list-style-type: none"> Show good control in smaller movements (e.g. throwing, catching and kicking). <p>Fitness Children...</p> <ul style="list-style-type: none"> Take part in physical activities. 	<p><i>Games Unit 1</i></p> <ul style="list-style-type: none"> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. <p>Resilience Children...</p> <ul style="list-style-type: none"> Are willing to try new activities Will identify when help is needed <p>Skill Children...</p> <ul style="list-style-type: none"> Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). <p>Fitness Children...</p> <ul style="list-style-type: none"> Take part in physical activities. <p>Competition Children...</p> <ul style="list-style-type: none"> Understand and follow the rules of a team game. Work as part of a group. 	<p><i>Fundamentals Unit 2</i></p> <ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. <p>R - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Resilience Children...</p> <ul style="list-style-type: none"> Are willing to try new activities Will identify when help is needed <p>Skill Children...</p> <ul style="list-style-type: none"> Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing). <p>Fitness Children...</p> <ul style="list-style-type: none"> Take part in physical activities.
Literacy COMPLETE	<p>3-4 - Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 		<p>3-4 - Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word <p>3-4 - Recognise words with the same initial sound, such as money and mother</p> <p>3-4 - Engage in extended conversations about stories, learning new vocabulary</p>		<p>3-4 - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>3-4 - Write some or all of their name.</p> <p>3-4 - Write some letters accurately.</p>	

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Literacy COMPLETE	R - Read individual letters by saying the sounds for them.	R - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	R - Read some letter groups that each represent one sound and say sounds for them. R - Read a few common exception words matched to the school's phonic programme.	R - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. R - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	R - Form lower-case and capital letters correctly. R - Spell words by identifying the sounds and then writing the sound with letter/s.	R - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. R - Re-read what they have written to check that it makes sense.
Phonics- Nursery	Phase 1 phonics programme					RWI Picture and phoneme set 1
Phonics- Reception	Set 1 single sounds, learning to blend	RWI programme – grouped by ability after whole class teaching				
Mathematics Nursery CHECK THIS	Number rhymes and counting songs throughout the year Reciting numbers to 5 Daily maths routines	Sorting by attributes Pattern Size Daily maths routines Number rhymes and counting songs	Numbers 0 -3 – composition, subitising, comparing Daily maths routines Number rhymes and counting songs	Numbers to 5 – composition, subitising, comparing Pattern Daily maths routines Number rhymes and counting songs	Revisiting numbers Shape 2d Positional language Daily maths routines Number rhymes and counting songs	Revisiting numbers to 5 Size, weight, length, capacity Shape 3d Daily maths routines Number rhymes and counting songs
Mathematics Reception WhiteRose CHECK AGAINST WHITEROSE	Just Like Me! Match and sort Compare amounts Compare size, mass and capacity Exploring pattern	It's me 1,2,3! Representing 1,2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and triangles Positional language Light and dark Representing numbers to 5 1 more or less Shapes with 4 sides Time	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Combining two amounts Making pairs Length and height Time (2)	Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning (1) Match, rotate and manipulate First, then, now Adding more Taking away Spatial reasoning (2) Compose and decompose	Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3) Visualise and build On the move Deepening understanding Patterns and relationships Spatial mapping (4) Mapping
Understanding the World						
Science COMPLETE	3-4 - Use all of their senses in hands on exploration of natural materials. 3-4 - Explore collections of materials with similar and/or different properties. 3-4 - Talk about what they see using a wide vocabulary R - Explore the natural world around them. R - Describe what they see, hear, and feel whilst outside. Matter Children.. • Experience, explore and describe a range of common materials Being scientific Children... Explore, describe and question the world around them.			3-4 - Talk about the differences between materials and changes they notice 3-4 - Plant seeds and care for growing plants 3-4 - Understand the key features of the life-cycle of a plant and animal. 3-4 - Begin to understand the need to respect and care for the natural environment and all living things. R - Explore the natural world around them. Life Children... • Identify and name common animals and plants: talk about change Matter Children.. • Experience, explore and describe a range of common materials Being scientific Children...	3-4 - Explore how things work. 3-4 - Explore and talk about different forces they can feel Energy Children.. • Explore the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision	

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				Explore, describe and question the world around them.		
	<p>Science ELG's</p> <p>Understand some important processes and changes in the natural world around them including the seasons and changing states of matter. Explore the natural world around them making observations and drawing pictures of animals and plants.</p>					
<p>Geography</p> <p>COMPLETE</p>	<p>3-4 - Show an interest in different occupations 3-4 - Begin to make sense of their own life story and family's history R - Name and describe people who are familiar to them.</p> <p>Place, Space Children...</p> <ul style="list-style-type: none"> • Identify significant local places including their home, street, school, town and country. • Identify features of their immediate environment. <p>R - Recognise some environments that are different to the one in which they live.</p> <p>Physical geography Children..</p> <ul style="list-style-type: none"> • Recognise natural landscapes including woodlands and forests <p>R - Understand the effect of changing seasons on the natural world around them Physical geography Children..</p> <ul style="list-style-type: none"> • Identify daily weather patterns 		<p>3-4 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. R - Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Physical geography Children..</p> <ul style="list-style-type: none"> • Recognise natural landscapes including woodlands and forests <p>Cartography Children..</p> <ul style="list-style-type: none"> • Know that maps give information about the world • Engage with simple maps to: <ul style="list-style-type: none"> - talk about everyday life - reproduce their own maps <p>R - Understand the effect of changing seasons on the natural world around them</p> <p>Physical geography Children..</p> <ul style="list-style-type: none"> • Identify daily weather patterns 	<p>R - Understand the effect of changing seasons on the natural world around them</p> <p>Physical geography Children..</p> <ul style="list-style-type: none"> • Identify daily weather patterns 	<p>3-4 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Cartography Children..</p> <ul style="list-style-type: none"> • Know that maps give information about the world • Engage with simple maps to: <ul style="list-style-type: none"> - talk about everyday life - reproduce their own maps <p>Place, Space Children...</p> <ul style="list-style-type: none"> • Identify significant local places including their home, street, school, town and country. • Identify features of their immediate environment. 	<p>3-4 - Begin to understand the need to respect and care for the natural environment and all living things. R - Draw information from a simple map.</p> <p>Cartography Children..</p> <ul style="list-style-type: none"> • Know that maps give information about the world • Engage with simple maps to: <ul style="list-style-type: none"> - talk about everyday life - reproduce their own maps <p>Human geography</p> <ul style="list-style-type: none"> • Know that resources should be cared for and some can be recycled. <p>R - Recognise some environments that are different to the one in which they live.</p> <p>Physical geography Children..</p> <ul style="list-style-type: none"> • Recognise natural landscapes including woodlands and forests <p>R - Understand the effect of changing seasons on the natural world around them</p> <p>Physical geography Children..</p> <ul style="list-style-type: none"> • Identify daily weather patterns
	<p>Geography ELG's</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environment drawing on their experiences and what has been read in class.</p>					

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<p>Design and Technology Including EAD and UW statements</p>	<p>UW 3-4 - Explore how things work. UW 3-4 - Talk about what they see using a wide vocabulary</p> <p>EAD 3-4 - Explore different materials freely in order to develop their ideas about how to use them and what to make EAD 3-4 - Develop their own ideas and decide which materials to use to express them EAD 3-4 - Join different materials and explore different textures</p> <p>User Children..</p> <ul style="list-style-type: none"> Ask questions to find out who the product is for and how it can be used. <p>Implementation Children..</p> <ul style="list-style-type: none"> Use resources and tools safely for cutting, shaping, joining and finishing to make own products. <p>Innovation Children..</p> <ul style="list-style-type: none"> Explore imaginatively and create new products. Say why resources and techniques were chosen. <p>Evaluation Children..</p> <ul style="list-style-type: none"> Say what they like about the product 	<p>UW 3-4 - Explore how things work. UW 3-4 - Talk about what they see using a wide vocabulary</p> <p>EAD 3-4 - Explore different materials freely in order to develop their ideas about how to use them and what to make EAD 3-4 - Develop their own ideas and decide which materials to use to express them EAD 3-4 - Join different materials and explore different textures</p> <p>User Children..</p> <ul style="list-style-type: none"> Ask questions to find out who the product is for and how it can be used. <p>Implementation Children..</p> <ul style="list-style-type: none"> Use resources and tools safely for cutting, shaping, joining and finishing to make own products. <p>Innovation Children..</p> <ul style="list-style-type: none"> Explore imaginatively and create new products. 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Say why resources and techniques were chosen. <p>Evaluation Children..</p> <ul style="list-style-type: none"> Say what they like about the product
	<p>Design and Technology ELG's (EAD)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>					
<p>History</p> <p>COMPLETE</p>	<p>3-4 - Begin to make sense of their own life story and family's history R - Talk about members of their immediate family and community. R - Comment on images of familiar situations in the past.</p> <p>Chronology, Evidence, Significance Children...</p> <ul style="list-style-type: none"> correctly use simple terms to talk about chronology e.g. old, new, today, tomorrow, yesterday and week) use items to talk about the past ask questions to find out what happened in the past 	<p>R - Comment on images of familiar situations in the past.</p> <p>Chronology, Evidence, Significance Children...</p> <ul style="list-style-type: none"> correctly use simple terms to talk about chronology e.g. old, new, today, tomorrow, yesterday and week) use items to talk about the past ask questions to find out what happened in the past 			<p>R - Compare and contrast characters from stories, including figures from the past. R - Comment on images of familiar situations in the past.</p> <p>Chronology, Evidence, Significance Children...</p> <ul style="list-style-type: none"> correctly use simple terms to talk about chronology e.g. old, new, today, tomorrow, yesterday and week) use items to talk about the past ask questions to find out what happened in the past 	

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	<p>History ELG's</p> <p>Talk about the lives of people around them and their roles in society. 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 story telling.</p>				
<p style="text-align: center;">RE</p> <p style="text-align: center;"><i>Understanding Christianity</i></p>	<p><i>Incarnation</i> Why do Christians perform nativity plays at Christmas?</p> <p>Children will know that: Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</p> <p>3-4 - Continue developing positive attitudes about the differences between people. R - Recognise that people have different beliefs and celebrate special times in different ways. R - Understand that some places are special to members of their community.</p> <p style="background-color: yellow;">CHECK CORRECT SEQUENCE OF TEACHING THEN SORT OUT PURPLE OBJECTIVES</p> <p><i>God</i> Children... • Know that God is a name.</p> <p><i>Creation and Fall</i> Children... • Understand that Christians believe that God is the creator of the universe • Discuss how to look after the world that Christians believe God made</p> <p><i>People of God</i> Children... • Listen to stories about the People of God</p> <p><i>Incarnation</i> Children... • Know that Christians believe that God came to Earth in human form as Jesus to show that all people are special</p> <p><i>Kingdom of God</i> Children... • Listen to parables and stories from the bible</p>	<p><i>Salvation</i> Why do Christians put a cross in an Easter garden?</p> <p>Children will know that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.</p> <p>3-4 - Continue developing positive attitudes about the differences between people. R - Recognise that people have different beliefs and celebrate special times in different ways. R - Understand that some places are special to members of their community.</p> <p><i>God</i> Children... • Know that God is a name.</p> <p><i>People of God</i> Children... • Listen to stories about the People of God</p> <p><i>Gospel</i> Children... • Know that Christians believe that God loves everyone</p> <p><i>Salvation</i> Children... • Know that Christians believe that Jesus came to show God's love and remember Jesus' last week at Easter • Recognise that Christians try to show love to others</p> <p><i>Kingdom of God</i> Children... • Listen to parables and stories from the bible</p>	<p><i>God/ Creation</i> Why is the word God so important to Christians?</p> <p>Children will know that: The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it.</p> <p>3-4 - Continue developing positive attitudes about the differences between people. R - Recognise that people have different beliefs and celebrate special times in different ways. R - Understand that some places are special to members of their community.</p> <p><i>God</i> Children... • Know that God is a name.</p> <p><i>Creation and Fall</i> Children... • Understand that Christians believe that God is the creator of the universe • Discuss how to look after the world that Christians believe God made</p> <p><i>People of God</i> Children... • Listen to stories about the People of God</p> <p><i>Kingdom of God</i> Children... • Listen to parables and stories from the bible</p>		
	<p>RE ELG's</p> <p>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.</p>				
<p style="text-align: center;">Computing</p> <p style="background-color: yellow;">COMPLETE AND LINK UP WITH OTHER OBJECTIVES IN THE CURRICULUM?</p>	<p><i>Creation</i> Children... • Select and use technological devices to capture images, sounds and mark making.</p>	<p><i>Safety</i> Children... • Use online activities with the support and permission of adults. • Know what to do if something unexpected happens online.</p>		<p><i>Coding</i> Children... • Understand that technology plays a role in our lives. • Understand cause and effect (e.g. instructions on a beebot).</p>	<p><i>Safety</i> Children... • Use online activities with the support and permission of adults. • Know what to do if something unexpected happens online.</p>

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Expressive Arts and Design

	Focus artist – Focus skill – Drawing	Focus artist - Focus skill – Drawing	Focus artist – Focus skill – Painting	Focus artist – Eric Carle Focus skill – Painting	Focus artist - Focus skill – Sculpture	Focus artist - Focus skill – Sculpture???? Textured artwork?
Art COMPLETE – JUST CHECK WHAT WE WANT THE FOCUS ARTIST AND SKILL TO BE		3-4 - Use drawing to represent ideas like movement or loud noises 3-4 - Show different emotions in their drawing and paintings R - Explore, use, and refine a variety of artistic effects to express their ideas and feelings R - Return to and build on their previous learning, refining ideas and developing their ability to represent them Communication Children.. <ul style="list-style-type: none"> Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Composition Children.. <ul style="list-style-type: none"> Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of art work (e.g. in their own work, or that of artists) Comprehension Children... <ul style="list-style-type: none"> Identify how a piece of art makes them feel. 		3-4 -Explore colours and colour mixing 3-4 - Show different emotions in their drawing and paintings R - Explore, use, and refine a variety of artistic effects to express their ideas and feelings R - Return to and build on their previous learning, refining ideas and developing their ability to represent them R - Create collaboratively sharing ideas, resources, and skills. Communication Children.. <ul style="list-style-type: none"> Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Composition Children.. <ul style="list-style-type: none"> Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of art work (e.g. in their own work, or that of artists) Comprehension Children... <ul style="list-style-type: none"> Identify how a piece of art makes them feel. 		3-4 - Draw with increasing complexity and detail 3-4 -Explore colours and colour mixing R - Explore, use, and refine a variety of artistic effects to express their ideas and feelings R - Return to and build on their previous learning, refining ideas and developing their ability to represent them Communication Children.. <ul style="list-style-type: none"> Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Composition Children.. <ul style="list-style-type: none"> Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of art work (e.g. in their own work, or that of artists) Comprehension Children... <ul style="list-style-type: none"> Identify how a piece of art makes them feel.
	Art ELG's Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.					
Drama	3-4 - Take part in simple pretend play, using an object to represent something else even though they are not similar. 3-4 - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 3-4 - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. R - Develop storylines in their pretend play. – no part of wider curriculum links to this					

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	<p>Drama ELG's</p> <p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
<p>Music</p> <p>COMPLETE</p>	<p>3-4 - Listen with increased attention to sounds. R - Sing in a group or on their own, increasingly matching the pitch and following the melody. R - Explore and engage in music making.</p> <p>Shape Children...</p> <ul style="list-style-type: none"> Hear elements of musical shape (i.e high, low, soft, loud, fast, short, slow, steady beat) <p>Communication Children...</p> <ul style="list-style-type: none"> Copy and keep the steady beat. <p style="background-color: yellow; padding: 2px;">Look at music program to follow – what songs will we learn each term? How will music progress through the year?</p>	<p>3-4 - Remember and sing entire songs. R - Sing in a group or on their own, increasingly matching the pitch and following the melody. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Shape Children...</p> <ul style="list-style-type: none"> Hear elements of musical shape (i.e high, low, soft, loud, fast, short, slow, steady beat) <p>Communication Children...</p> <ul style="list-style-type: none"> Copy and keep the steady beat. 	<p>3-4 - Sing the pitch of a tone sung by another person ('pitch match'). R - Sing in a group or on their own, increasingly matching the pitch and following the melody. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Shape Children...</p> <ul style="list-style-type: none"> Hear elements of musical shape (i.e high, low, soft, loud, fast, short, slow, steady beat) <p>Communication Children...</p> <ul style="list-style-type: none"> Copy and keep the steady beat. 	<p>3-4 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. R - Sing in a group or on their own, increasingly matching the pitch and following the melody. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Shape Children...</p> <ul style="list-style-type: none"> Hear elements of musical shape (i.e high, low, soft, loud, fast, short, slow, steady beat) <p>Communication Children...</p> <ul style="list-style-type: none"> Copy and keep the steady beat. 	<p>3-4 - Respond to what they have heard, expressing their thoughts and feelings. R - Listen attentively, move to and talk about music, expressing their feelings and responses. R - Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Comprehension Children...</p> <ul style="list-style-type: none"> Say how a piece of music makes them feel. <p>3-4 - Play instruments with increasing control to express their feelings and ideas. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Communication Children..</p> <ul style="list-style-type: none"> Compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments. 	<p>3-4 - Create their own songs, or improvise a song around one they know. 3-4 - Play instruments with increasing control to express their feelings and ideas. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Communication Children..</p> <ul style="list-style-type: none"> Compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments.
	<p>Music ELG's</p> <p>Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
<p>Dance</p> <p>COMPLETE</p>		<p><i>GetSet4PE – Dance Unit 1</i></p> <ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. 	<p>Cross curricular link with Geography - Dance - CNY R - Watch and talk about dance and performance art, expressing their feelings and responses. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Shape Children...</p> <ul style="list-style-type: none"> Hear elements of musical shape (i.e. high, low, loud, soft, long, shorty, fast, slow, steady beat) <p>Communication Children...</p>		<p>R - Watch and talk about dance and performance art, expressing their feelings and responses. R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Shape Children...</p> <ul style="list-style-type: none"> Hear elements of musical shape (i.e. high, low, loud, soft, long, shorty, fast, slow, steady beat) <p>Communication Children...</p> <ul style="list-style-type: none"> Copy and keep a steady beat. 	

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	<ul style="list-style-type: none"> To move with control and co-ordination, linking, copying and repeating actions. <p>R - Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Communication Children...</p> <ul style="list-style-type: none"> Copy and keep a steady beat. <p>Skill (PE) Children..</p> <ul style="list-style-type: none"> Show good control and coordination in large movements. Show good control in smaller movements. 	<ul style="list-style-type: none"> Compose and improvise music (including song), using their early knowledge of musical shape knowledge, using a variety of resources and instruments. <p>Comprehension Children...</p> <ul style="list-style-type: none"> Say how a piece of music makes them feel. 		<p>Comprehension Children...</p> <ul style="list-style-type: none"> Say how a piece of music makes them feel. 	
	<p>Dance ELG's</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>				