

School: Windmill Hill Academy	
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Shared with Curriculum Leaders:	Name/ Signature/ Date:
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: <i>Miss Jones</i> (EYFS Lead/Phonics lead/ Science Lead/VL Coach) 24.08.23
<b>INTRODUCTION / AIMS</b> <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>	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>Who am I?</b> Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night (5/11/23) Remembrance Day (11/11/23) Harvest Diwali Advent, Christmas	<b>Come Outside!</b> Growing and changing Plants and flowers Human body, senses Keeping fit and healthy Animals and minibeasts Life cycles Recycling, looking after the world St Piran's Day (05/03/24) British Science Week (11/03/23) Easter (31/03/23)	<b>Isn't it amazing?</b> Comparing places Polar regions and the rainforest/jungle Under the sea, Space Now and Then Eid (10/04/23) Seasonal changes – Spring/Summer			

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		Seasonal Changes – Autumn/Winter		Lunar New Year (10/02/24) Ramadan (starts 10/03/24) Holi 25/03/23) Seasonal changes – Winter/Spring			
Key Texts	Fiction						
	Non-fiction						
Possible Enrichments			Visit to local library. Decorations Day Nativity	Wild Tribe Superhero enrichment day.	Fire station Visit Wild Tribe Gardening	Castle Visit Wild Tribe	Beach Trip Wild Tribe Sport's Day

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CLL

- Listening, Attention and Understanding
- Speaking

We aim to become... **Confident Communicators** 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.

*Educational Programme (from EYFS Framework 2023): 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 a 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.*

## Listening, Attention and Understanding:

- Listen attentively to key class stories/texts and respond to what they hear with relevant questions.
- Be confident to make a comment during a whole class discussion.
- Use actions to demonstrate ideas during small group interactions.
- Make comments about what they have heard in adult and child led activities.
- Independently ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Speaking:

- Express their ideas and feelings about their experiences using full sentences.
- 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.
- Use of conjunctions, with modelling and support from their teacher (and, then, next)
- Participate in small group discussions with adult support.
- Have one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen.
- Use vocabulary from key stories, non-fiction, rhymes and poems in child led play.
- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Use new vocabulary in different contexts.
- Use new vocabulary through the day.
- Learn rhymes, poems, and songs.

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	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	Engage in story times.	Develop social phrases.  Engage in story times.	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.	Use talk to help work out problems and organise thinking and activities.  Explain how things work and why they might happen.	Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in different contexts.
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.				
	Play Projects	Engage in conversation about what they are doing/what they have done and how they have done it and what they are going to do next.				
	Busy Learning	Practice using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				
	Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs.				
PSED	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				
	<ul style="list-style-type: none"><li>Building Relationships</li><li>Managing Self</li><li>Self-Regulation</li></ul>	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.				
		<p><b>We aim to become... <i>Independent Individuals</i> who can follow our School Charters, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. And <i>Fantastic Friends</i> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</b></p> <p><b><i>Educational Programme (from EYFS Framework 2023): 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.</i></b></p>				

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	<p><b><u>Self-Regulation:</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Awareness of behavioural expectations and follows routines – e.g. sitting on carpet spot, lining up, LW expectations, tidying up.</li> </ul> <p><b><u>Managing Self:</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Shows a clear understanding of the importance of healthy food choices e.g. sugary foods vs vegetables.</li> </ul> <p><b><u>Building Relationships:</u></b></p> <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>		
	See themselves as a valuable individual.	Show resilience and perseverance in the face of challenge.	Think about the perspectives of others.
	Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.	Identify and moderate their own feelings socially and emotionally.	Manage their own needs.

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	<b><u>Relationships:</u></b> Children’s own family and family life. Safe Relationships – NSPCC PANTS Looking at children’s differences and preferences. Making friends with other children. Exploring feelings of loneliness. Exploring the emotion of happiness. Empathizing with characters from the story. How do they feel?		<b><u>Health and Wellbeing:</u></b> Physical health and mental wellbeing – healthy living, healthy eating. Growing and changing – body parts. Changing from a baby to an adult. Keeping safe. Sun safety, road safety, stranger awareness		<b><u>Living in the Wider World:</u></b> Talk about feelings of other characters. Explore significant birthdays with the children. Remember presents and things they did on their birthday. Recall surprises in our own lives. Comparing own family and family life to Inuit People.	
	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.				
	Drawing Club	Build relationships with others, see themselves as a valued individual, give focussed attention and follow instructions.				
	Busy Learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	Story/song time	Experience, explore and talk about positive relationships, feelings and emotion, diversity				
Physical Development <ul style="list-style-type: none"><li>Gross Motor</li><li>Fine Motor</li></ul>	<p><b>We aim to become... <b>Amazing Athletes</b> 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 <b>Talented Tool Users</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</b></p> <p><b><i>Educational Programme (from EYFS Framework 2021): Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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 healthy 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></b></p> <p><b><u>Gross Motor Skills:</u></b></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></ul>					

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	<ul style="list-style-type: none"><li>Roll /bend knees when dismounting from inside apparatus or outside active provision including ramps, trees, slopes.</li></ul> <p><b>Fine Motor Skills:</b></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>					
	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.
	Funky Fingers	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.				
	Busy Learning	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination. Refine and develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills				
	Go Noodle/ Yoga	Develop strength, balance and co-ordination.				
Literacy <ul style="list-style-type: none"><li>Word Reading</li></ul>	Letters and Sounds phonics following school phonics progression map					
	<b>We aim to become... Brilliant Bookworms 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).</b>					

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## Writing

And **Wow Writers** 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.

**Educational Programme (from EYFS Framework 2023):** 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).

### Comprehension:

- Retell class stories and narratives using newly introduced vocabulary in the correct context.
- Listen, consider and reason what might happen next when being read to.
- 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.

### Word Reading:

Following Little Wandle Letters and Sounds Revised;

- Know phase 2 and 3 sounds and use them to decode words with them in.
- Become proficient with using robot talk and blending in your head to blend and read words.
- Be able to read aloud at least red/yellow books and the common exception words they encounter e.g. the, I, you, he, she, was.

### Writing:

- Use the correct formation to form letters that can be identified by others.
- Use their phonic knowledge (at least phase 2 and phase 3 sounds) to identify and write sounds they hear in words.
- Articulate and construct a string of words together to form phrases or sentences that can be read by others.
- Use finger spaces and begin to have some understanding of capital letters and full stops.

Working on using common consonants and vowels which they can segment for writing simple CVC words.

Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g. bell, chick

Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.

Spell phase 2 tricky words.

Form letters correctly

Working on blending adjacent consonants in words and apply this in writing.

Write each letter correctly.

Working on segment adjacent consonants on words and apply this in writing.

Spell phase 3 tricky words.

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	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known 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 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 each letter correctly.  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.
	<u>VIPERS</u> To say what we think a book is about by looking at the front cover (P)  To say who your favourite character is (E)	<u>VIPERS</u> To explain how a character is feeling (I)  To answer simple questions about what has happened (R)	<u>VIPERS</u> To use words to describe a character or setting (V)  To say what happens first in a story (S)	<u>VIPERS</u> To say what you think will happen next (E)  To say explain why something happens (R, I)	<u>VIPERS</u> To explain why they like a character or story (E)  To find a word that means .... (V)	<u>VIPERS</u> To say what happened at the beginning, middle and end of a story (S)
	Drawing Club	Learn and practise new vocabulary, listen and talk about stories, read and write				
	Busy Learning	Learn and practise new vocabulary, listen and talk about stories, read and write Use message centre to create secret symbols, sounds, words, phrases, sentences to make things happen. Read messages left by others, write messages, engage in and talk about books, retell stories and create their own.				
	Phonological Awareness	Orally blend and segment, identify rhyme and continue a rhyming strong, count syllables, discriminate between sounds.				
	Story/Song Time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and song				
Maths <ul style="list-style-type: none"><li>Number</li><li>Numerical Pattern</li><li>Shape and Space</li></ul>	<b>We aim to become... <i>Masters of Maths</i> 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>  <b><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</i></b>					

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*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.*

## **Number:**

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;

### **Counting**

- 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.
- Be confident in putting numerals in order - 0 to 10 (ordinality)
- Understand the 'one more than/one less than' relationship between consecutive numbers.

### **Cardinality**

- 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).
- 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 8 balls" – appreciating that the last number of the count indicates the total number of the group. This is the cardinal counting principle.

### **Composition**

- 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.
- 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.
- 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?

## **Numerical Patterns:**

To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond.

### **Comparison**

- Use number names and symbols when comparing numbers and showing interest in numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- 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.

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- Use concrete objects to explore and represent patterns (numbers up to 10) including odd and even numbers, double facts and sharing.

	<p><u>White Rose Maths</u> <b><u>Getting to know you (2 weeks baseline)</u></b> Establish maths through routines (tens frame buses, 100 days in school, calendar activities)</p> <p><b><u>Match, Sort, Compare</u></b> Match and sort. Making comparisons (Compare amounts).</p> <p><b><u>Talk about measure and pattern</u></b> Making comparisons (size, mass capacity). Exploring Pattern (explore, copy and create simple patterns).</p>	<p><u>White Rose Maths</u> <b><u>It's me 1, 2, 3!</u></b> Finding 1, 2, 3 Subitise 1, 2, 3 Represent 1, 2, 3 1 more and 1 less Composition of 1, 2, 3</p> <p><b><u>Circles and Triangles</u></b> Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position.</p> <p><b><u>1, 2, 3, 4, 5</u></b> Finding 4 and 5. Subitise 4 and 5. Represent 4 and 5. 1 more and 1 less. Composition of 4 and 5. Composition of 1-5.</p> <p><b><u>Shapes with 4 sides</u></b> Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night.</p>	<p><u>White Rose Maths</u> <b><u>Alive in 5!</u></b> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p><b><u>Mass and Capacity</u></b> Compare mass Find a balance Explore capacity Compare capacity</p> <p><b><u>Growing 6, 7, 8</u></b> Find 6, 7 and 8 Represent 6, 7, and 8 1 more and 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p><b><u>Length, Height and Time</u></b> Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p><u>White Rose Maths</u> <b><u>Building 9 and 10</u></b> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more and 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p><b><u>Explore 3D shapes</u></b> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p><u>White Rose Maths</u> <b><u>To 20 and beyond</u></b> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p><b><u>How many now?</u></b> Add more How many did I add? Take away How many did I take away?</p> <p><b><u>Manipulate, compose and decompose</u></b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p> <p><b><u>Sharing and grouping*</u></b> Explore sharing</p>	<p><u>White Rose Maths</u> <b><u>Visualise, build and map</u></b> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p><b><u>Make connections</u></b> Deepen understanding Patterns and relationships</p> <p><b><u>Consolidation</u></b></p>
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					Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles	
	White Rose materials will be supplemented by other resources and planning ideas including NCETM (Mastering Number) and Karen Wilding.					
	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.				
	Busy Learning	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?’				
Understanding the World (RE, History, Geography, Science, Computing) <ul style="list-style-type: none"><li>▪ People, Culture and Community.</li><li>▪ The Natural World.</li><li>▪ People and places</li></ul>	<p><b>We aim to become... <b>Exceptional Explorers</b> 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... <b>Compassionate Citizens</b> 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><b>Educational Programme (from EYFS Framework 2023): 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.</b></p> <p><b><u>Past and present:</u></b></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><b><u>People, culture and communities:</u></b></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></ul>					

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	<ul style="list-style-type: none"> <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><b>The Natural Word:</b></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>					
	<b>RE:</b> F4 - Being Special, where do we belong?  Harvest	<b>RE:</b> F2 - Why do Christians perform nativity plays at Christmas?  Hinduism: Diwali Advent/Christmas	<b>RE:</b> F5 - What times/stories are special and why?	<b>RE:</b> F3 - Why do Christians put a cross in an Easter garden?	<b>RE:</b> F1 - God/Creation: Why is the word 'God' so important to Christians?  Islam: Ramadan/Eid-al Fitr	<b>RE:</b> F5 - Which places are special and why?
	Drawing Club	Draw and talk about characters and settings, draw simple maps.				
	Busy Learning	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				
Computing	To engage with age appropriate software.	To explore the use of technology as a means of capturing images.	To explore programming using bee bots.	To use technology to promote speaking and listening.	To use technology as a research tool.	To produce our own images and videos.
	Torches for dark reading den.  IWB and I Pads	Use of I-Pad as a camera.	Bee-bots	Using the recordable devices to record.  Introduce Talking telephones for Role Play.	Using iPads for research.	Using the I-pads, recordable devices to tell new intake what our class is like.
Expressive Arts and Design <ul style="list-style-type: none"> <li>Creating with Materials</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>					

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- Being Imaginative and Expressive

**Educational Programme (from EYFS Framework 2023):** *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.*

## Creating with Materials:

- Plan what they are going to create and how they will go about it – part of their play project.
- 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.
- Experiment with colour mixing to produce different colours e.g. powder paint, poster paint and watercolours.
- Independently use processes to shape materials e.g. scissors, tearing, sawing.
- Creating collaboratively, sharing ideas, resources and skills.
- Creatively use props and materials (loose parts that can symbolise different things) to role play characters and situations whilst collaborating with others.
- Review their creations and talk about them (part of the play project cycle).
- Being involved and concentrating.
- 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.

Art:	Art:	Art:	Art:	Art:	Art:
Wax crayon rubbings	Use stencils with paints and sponges.	Print – printing with rollers and string.	Print – 3D shapes.	Paint – using water colour paints.	Malleable materials – pottery/sculpture
Print – fingers, stampers	Paint – different brushes, different surfaces.	Paint - colour mixing.	Observational drawings.	Transient art – natural loose parts.	Focus Artist – Barbara Hepworth (sculpture)
Malleable materials – use rolling pins and cutters.	Malleable materials – roll and shape by hand.	Collage/loose parts - cut and stick.	Focus Artist – Emily Stackhouse (observational drawing of plants).	Focus Artist – Andy Goldsworthy	
Use felt tip pens.	Use oil pastels.	Focus Artist - Henri Matisse (cut and stick collage)			
	Focus Artist: Jackson Pollock				

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	Collage – stick					
	Focus Artist: Yayoi Kusama					
	<a href="#">Access Art Link Collaging with Wax Crayon Rubbings</a>	<a href="#">Access Art Link Collecting, Arranging, Drawing</a>	<a href="#">Access Art Link Printing With String</a>	<a href="#">Access Art Link Still Life Compositions Inspired by Cezanne</a>	<a href="#">Access Art Link Finding Circles</a>	<a href="#">Access Art Link Clay Play</a>
	<b>DT (joining)</b> Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour		<b>DT (joining)</b> Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler		<b>DT (joining)</b> High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
	<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
	Drawing Club	Develop drawing skills, use imagination, develop stories.				
	Busy Learning	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/Song Time	Sing a range of songs/nursery rhymes, understand the structure of stories				
<b>Metacognitive Skill Progression</b>	<b>Planning</b> Inquiring – identifying, exploring, and organising information and ideas: Pose questions <i>Pose factual and exploratory questions based on personal interests and experiences</i>	<b>Planning</b> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Listen to an adult or peer describing the visual features of a text, diagram, picture, or multimedia</i>  <b>Monitoring</b>	<b>Planning</b> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas: <i>Identify and describe familiar information and ideas during a discussion or investigation</i>  <b>Planning</b>	<b>Planning</b> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Use imagination to view or create things in new ways and connect two things that seem different</i>  <b>Evaluation</b>	<b>Planning</b> Inquiring – identifying, exploring and organising information and ideas: Organise and process information: <i>Gather similar information from given sources</i>  <b>Evaluation</b>	<b>Planning</b> Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Predict what might happen in a situation and when putting ideas into action</i>  <b>Monitoring</b> Reflecting on thinking and processes element:

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	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: Draw conclusions and design a course of action. <i>Share their thinking about possible courses of action</i></p>	<p>Reflecting on thinking and processes element: Thinking about thinking (metacognition) <i>Describe what they are thinking and give reasons why</i></p>	<p>Generating ideas, possibilities and actions element: Consider alternatives <i>suggest alternatives and creative ways to approach a given situation or task</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on processes. <i>Identify the main elements of the steps in a thinking process</i></p>	<p>Analysing, synthesising and evaluating reasoning and procedure element: Apply logic and reasoning. <i>Identify the thinking used to solve problems in given situations</i></p>	<p>Analysing, synthesising and evaluating reasoning and procedure element: Evaluate procedures and outcomes. <i>Check whether they are satisfied with the outcome of tasks or actions</i></p>	<p>Transfer knowledge into new contexts. <i>Connect information from one setting to another</i></p>
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