





EYFS Long Term Overview – Glebe Primary School 2023/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NIC Values	Nurture: We are kind Inspire: We work hard Challenge: We are brave	Nurture: We are kind Inspire: We work hard Challenge: We are brave	Nurture: We are kind Inspire: We work hard Challenge: We are brave	Nurture: We are kind Inspire: We work hard Challenge: We are brave	Nurture: We are kind Inspire: We work hard Challenge: We are brave	Nurture: We are kind Inspire: We work hard Challenge: We are brave
PSED- Big Question Themes	What makes me special?/ What do I like and dislike?/ How can we show kindness to others?/ How can we care for those with different needs?/ What are the names of different feelings?/ How can we describe our feelings?	Who loves me?/ How do people show that they care about me?/ Can words hurt?/ What makes a good friend?/ What are my strengths?/ What are our class strengths?/ What should I do if someone is hurt?	What does 'being healthy' mean?/ Who helps us stay healthy?/ What is the difference between "I need" and "I want"?/ What is money?/ What are digital devices?/ How can we use our digital devices safely?/ What is trust?	How can we play nicely together?/ How can I show I'm listening to others?/ What food and drink is good for healthy teeth?/ How do I brush my teeth correctly?/ How can I stay safe at the shops?/ How can I stay safe at the beach?	What jobs are there in my school? What jobs do I know exist in my community? Who are the people I know? What is a stranger and what should I do if someone I don't know speaks to me? What should I do if someone asks me to do something I don't want to do?	What is a coral reef? What are tropical fish? What is the biggest sea creature? How do we know what's under the sea? Why is the sea so important?
Enquiry Questions	How have I changed?	Who is afraid of the big bad wolf? Why do we celebrate?	Do polar bears live in Southwick?	Are minibest like me? Are plants alive?	Does anyone live on the moon?	What is under the sea?
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	 Super me! Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	 Terrific Tales! Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas	 Amazing Animals Life cycles Safari Animals around the world Climates / Hibernation Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	 Come Outside! Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	 Ticket to ride! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	 Fun at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art

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Possible Texts and 'old favourites'	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Rainbow Fish Somebody Swallowed Stanley
Author of the term- YR	Todd Parr	Oliver Jeffers	Eric Carle	Michael Rosen	Britta Teckentrup	Polly Dunbar
Author of the term- N	To be added Jan 24					
Key Events	Harvest Time Halloween Black History Month	Guy Fawkes / Bonfire Night Diwali Hannukah Remembrance day	Chinese New Year LENT Story Telling Week Valentine's Day	Easter time Weather experiments Mother's Day Queen's Birthday	Start of Ramadan Eid	Visit to the beach Ice Cream at the park Father's Day
Valued Experiences YR	Made something from junk Performed an nursery rhyme	Been on a nature walk Posted a letter	Visited the local library Created a class book	Raised money for a sponsored event Taken a photograph	Planted some bulbs or seeds and watch them grow Tried some new foods	Been on a school trip Had a picnic in the park
Valued Experiences N	To be added Jan 24					

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Personal, Social and Emotional Development Plus values: Nurture/Inspire/Challenge	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility	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.
Literacy	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters.	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing red words and digraphs, Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing set 1 and 2 sounds and red words. Writing Children will write words which are spelt phonetically.	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
Phonics RWI	Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h h r j v w x y z th ch qu ng nk	Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds.	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5).	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds (WT 1.4-1.6).	Recap Set 1 sound gaps. Teach blending of words containing consonant blends (WT 1.7).	Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds.
Mathematics White Rose Numberblocks NCETM – Mastering Number	Getting to Know You • Getting used to provision • Getting to know the children • Baseline Just Like Me • Match and sort • Compare amounts • Compare size, mass and capacity • Exploring pattern	It's Me 123! • Representing 1, 2 & 3 • Comparing 1, 2 & 3 • Composition of 1, 2 & 3 • Circles & Triangles • Positional Language Light and Dark • Representing numbers to 5. • One more and less • Shapes with 4 sides • Time	Alive in 5 • Introducing zero • Comparing numbers to 5 • Composition of 4 & 5 • Compare mass Growing 6, 7, 8 • 6, 7 & 8 • Making pairs • Combining 2 groups • Length & height • Time	Building 9 & 10 • 9 & 10 • Comparing numbers to 10 • Bonds to 10 • 3D Shape • Pattern	Building numbers beyond 10 Counting patterns beyond 10 Matching, rotating and manipulating shapes Positional language Adding more Taking away	Finding patterns Doubling Sharing and grouping Even and odds Patterns Positional language and directions

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Understanding the World	Talk about members of their immediate family and community.-History Name and describe people who are familiar to them.-History	Recognise that people have different beliefs and celebrate special times in different ways.-RE Understand that some places are special to members of their community.-RE/Geo	Recognise some environments that are different to the one in which they live.-Science/Geo Recognise some similarities and differences between life in this country and life in other countries.-Geo	Explore the natural world around them.-Science/Geo	Draw information from a simple map.-Geo Compare and contrast characters from stories, including figures from the past.-History	Comment on images of familiar situations in the past.-History Compare and contrast characters from stories, including figures from the past.-History
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					