

Long Clawson Primary School EYFS – Yearly Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes (in line with Year 1 Curriculum)	Once Upon A Time	Home Sweet Home/ Let's Celebrate	Travel and Transport	Castles	Grandad's Island	The Storm Whale (Commotion in the Ocean)
3 prime areas of learning and development						
Personal, Social and Emotional Development	Self - Regulation					
	Three- Four Years – Development Matters - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'. - Begin to understand how others might be feeling.		Reception – Development Matters - See themselves as a valuable individual. - Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.		PSED - ELGs - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	Managing Self					
	Three- Four Years – Development Matters - 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. - Develop their sense of responsibility and membership of a community. - Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.		Reception – Development Matters - Show resilience and perseverance in the face of challenge. - Manage their own needs.		PSED- ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	Building Relationships					
	Three- Four Years – Development Matters - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - 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.		Reception – Development Matters - See themselves as a valuable individual. - Build constructive and respectful relationships. - Think about the perspectives of others.		PSED- ELG - Work and play co-operatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to other's needs.	
PSHE Curriculum	Myself and my relationships – Beginning and Belonging (MMR4 BB12) Myself and My Relationships – Anti-Bullying (MMR7 AB12)		Myself and My Relationships – My Emotions (MMR5 ME12) Myself and My Relationships – Family and Friends (MMR6 FF12)		Citizenship – working together (CIT 3 WT 12)	

Physical Development	PE (Gross Motor) - Bat and Ball Skills - Fundamentals Mark Making - Establishing a tri-pod pencil grip - Pre Writing Patterns - Letter formation (with focus on Level 2 GPCs). - Phonics Resources linked to Level 2 GPCs. - Name cards, name lists, sound mats etc. Fine Motor - Fine motor skills: tweezers or tongs, spoons, scoops, pegs, thick brushes, large pom poms, large building bricks, cake cases, natural materials (fir cones, sticks, conkers), pegs and peg boards, using cutlery at dinner time Scissors - I can hold the scissors and open and close the blades. - I can make small snips into the paper. - I can snip the paper and move the scissors forward.	PE (Gross Motor) - Team Building - Gymnastics Mark Making - Letter formations (with focus on Level 3 GPCs) - Tricky words and topic cards - Blank books and templates for story writing, notebooks etc. - Phonics Resources linked to Level 3 GPCs. Fine Motor - Laces, beads, dried pasta, cotton reels, pom poms, different sized buttons, small building bricks, ribbons, clay and tools, pipettes, stampers, marbles and small tubes, containers than open in different ways, jigsaws, sticky tape, glue sticks or spreaders, colouring tissue paper, material for weaving. Scissors - I am beginning to cut along the paper with support. - I can cut along a straight line and I am improving accuracy, - I can cut a curved line.	PE (Gross Motor) - Striking and Fielding - Athletics Mark Making - CVC word cards, sentence strips and sentence writing visual prompts. - Lined paper and small notepads. - Story resources to encourage story telling and writing. Fine Motor - Popper, buttons, zips, paper clips and treasury tags, sheets of stickers, small tweezers, keys and padlocks, string, magnetic letters/numbers and shapes. Scissors - I can cut a circle shape, cutting around the shape with round edges. (with accuracy) - I can cut a square shape. (with accuracy). - I can cut around complex shapes such as people.
Communication and Language	Listening, Attention and Understanding		
	Three – Four Year – Development Matters - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Reception – Development Matters - Understand how to listen carefully and why listening is important - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	ELG - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking		
	Three – Four Year – Development Matters - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ - Use longer sentences of four to six words. - 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. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Reception – Development Matters - Learn new vocabulary. - Use new vocabulary through the day. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. - 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.	ELG - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

4 specific areas of learning and development

Phonics	EYFS (8 weeks) Baseline + Level 1 Recap (2 Weeks) Level 2 <i>(each week spread over two weeks)</i> Week 1 – s a t p Week 2 – i n m d Week 3 – g o c k		EYFS (8 weeks) Level 2 <i>(each week spread over two weeks)</i> Week 4 – ck e u r Week 5 – h b f ff l ll ss Week 6 – Revise Week 1 – 5 Level 3 Week 1 – j v w x (2 weeks)		EYFS (6 weeks) Level 3 Week 2 – z zz qu ch Week 3 – sh th th ng Week 4 – ai ee igh oa Week 5 – oo oo ar or Week 6 – ur ow oi ear		EYFS (7 weeks) Level 3 Week 7 – air ure er Week 8 – all GPCs Week 9 – all GPCs Week 10 – trigraphs and consonant digraphs Week 11 – letter sounds and vowel digraphs Week 12 – all GPCs		EYFS (4 weeks) Level 4 Week 1 – CVCC words (2 weeks) Week 2 – CCVC words (2 weeks)		EYFS (5 weeks) Level 4 Week 3 – Adjacent Consonants (2weeks) Week 4 – Polysyllabic Words Week 5 – 3 letter adjacent consonants Recapping Gaps		
	Literacy		Reading - Engage in extended conversations about stories, learning new vocabulary - Read individual letters by saying the sounds for them (Level 2 GPCs) - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (CVC). - Read the Level 2 Tricky words (to, the, no, go, I) Writing - Use some of their print and letter knowledge in their early writing. - Write some letters accurately.				Reading - Read some letter groups that each represent one sound and say sounds for them (Level 3). - Read the Level 3 Tricky Words (he, she, we, me, be, was, my, you, they, here, all, are) - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Begin to read the Level 4 Tricky Words. Writing - Form lower-case letters correctly. - Spell words by identifying the sounds and writing the sound with letter/s.				Reading (ELGs) - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension (ELGs) - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Writing (ELGs) - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others		
Mathematics		EYFS Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides				EYFS Alive in 5 Mass and capacity Growing 6,7,8 Length, height, and time Building 9 and 10 Explore 3D Shapes				EYFS To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections			
Numbersense		EYFS Book 1: Subitising 1 and 2 Book 2: Subitising 1 and 3		EYFS Book 3: Subitising 1-4 Book 4: Subitising 1-5		EYFS Book 5: Subitising 6-10 Book 6&7: Partition 2-3		EYFS Book 8: Partitioning 4 Book 9: Partitioning 5 Book 10: Partitioning 10		EYFS Book 11: Composition of 6-9 Book 12: Comparing numbers to 10		EYFS Book 13: Patterns in odd and even numbers	

Understanding the world	Past and Present • Talk about the lives of the 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 storytelling People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		Autumn Themes - Bonfire Night - Diwali - Christmas - Remembrance - Autumn/Winter - Nurses (History) - Local Area (Geog) - Wonderful World (Geog) - Houses and homes (DT)	Past and Present • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. People, Culture and Communities • 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. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Spring Themes - Chinese New Year - Cooking/Pancakes - Easter - Materials (Science) - Winter/Spring - Transport and Travel (Hist) - Ice Experiments - Wonderful Weather (Geog)	Past and Present • Talk about the lives of the 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 storytelling. People, Culture and Communities • 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. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Summer Themes - Growing Plants - Butterflies - Exploring the Natural World - Kings, Queens and Castles (Hist) - Ocean Animals - Spring/Summer - Beside the Sea (Geog)
	RE		Why does Christmas matter to Christians? (1.3)	What makes some places sacred? (1.5)	What can we learn from Sacred Books? (1.4)	Who is a Muslim and what do they believe? (1.2)	How should we care for others and the World, and why does it matter? (1.8)

Expressive Arts and Design	Painting - Holds a paintbrush /printing tools in the palm of the hand. - Holds the paintbrush with the correct grip with some reminders. - Uses THICK brushes. Colour - Uses pre-made paints and is able to name most colours. - Uses and understands the primary colours. Technique - Makes marks by drawing circles and lines. Does not always give meaning. - Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.	Painting - Correctly holds and uses a fine brush to paint. - Uses good control to correctly hold and paint carefully in the lines. - Uses THIN brushes. Colour - Uses primary colours to make secondary colours (e.g. green, orange, purple). - Adds white or black to alter a shade of a paint. Technique - Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects. - Paints bodies and shapes for objects that are an appropriate size and have some features.	Painting - Uses <u>very</u> good control to correctly hold and paint carefully within the lines. - Uses THIN brushes to add detail and improvements to the pictures. Colour - Mizes and matches to a specific colour or shade needed. - Colour matches by altering the tint or shades. - Creates warm or cold colours. Technique - Paints with detail including finer details such as fingers, ears, hair styles or items onto features. - Paints from observation by making a careful study and then includes features and details in the pictures.
	Printing - Understands that, to print, they must press down and carefully lift off the printing tool. - Can print simple shapes with adult prompting for instructions.	Printing Can independently print simple shapes but may need help to use the space to build the composition.	Printing Can independently print clear representations to create full pictures without any support and add detail.
	Pattern - I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads. - I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.	Pattern I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.	Pattern - I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors. - I can create drawings, paintings, printings and models with more than one line of symmetry.
	Drawing - Makes marks by drawing circles and lines. Does not always give meaning. - Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Drawing - Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects. - Draws bodies and shapes for objects that are an appropriate size and have some features.	Drawing - Draws with detail including finer details such as fingers, ears, hair styles or items onto features. - Draws from observation by making a careful study and then includes features and details in the pictures.
	Collage - Collage includes all one texture, with larger pieces and gaps between - Tears media into smaller pieces, but with gaps between	Collage Layering of smaller pieces is evident, so there are fewer gaps	Collage Makes collages/mosaics adding details with a wide range of textures Pieces are layers carefully, so there are no gaps
	Joining - Uses glue sticks to join pieces. - Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joining - Joins items using tapes - masking and Sellotape - cutting lengths needed. - Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joining Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.
	Sculpture - I can explore the clay/ dough. - I can make marks in the clay/ dough. - I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	Sculpture - I can make something and give meaning to it. - I can make something with clear intentions from start to finish.	Sculpture - I use a variety of techniques, shapes and shapes to sculpt. - I can carefully select additional materials to incorporate and enhance my model.

Art Design	Explore and Draw - To understand that artists find inspiration for artwork from their environment. - To explore my environment and collect things that inspire me. - To explore different drawing exercises to record the things you have collected. - To use a range of materials to create lots of varied mark making drawings of natural objects around me.	Stick Transformation Project - To use my imagination to play and explore using materials. - To use my imagination to reinvent the stick. - To display the work made through the half term and reflect on the outcomes.	Exploring Watercolour - To identify the properties of watercolour. - To identify and discuss the work of artists who use watercolour. - To use watercolour to work towards developing imagery from imagination. - To display the work made through the half term and reflect on the outcomes.
Music	<u>Pitch</u> Year 1 and EYFS – Unit 4 – EYFS Objectives - I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally - I can sing broadly in tune with a limited pitch range - I can create music, and suggest symbols to represent sounds - I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	<u>Music Technology</u> Year 1 and EYFS – Unit 5 – EYFS Objectives - To explore and change sounds and music through play and technology. - To comment and respond to recordings of own voice, other classroom sounds. - To create music and suggest symbols to represent the sounds. - To begin to demonstrate an understanding of musical structure	<u>20th Century Music</u> Year 1 and EYFS – Unit 6 To comment and respond to recorded music from different traditions, genres, styles, and times.