

EYFS Long Term Overview – Early Adopter Framework

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>Title – Magical me</b> Autumn Halloween Family - history Myself – Homes – area People who help us Oral Health Local Area	<b>Let's Celebrate!</b> Autumn Bonfire Night Christmas/The Nativity Birthdays – pictures of previous birthdays children have had Birthdays around the world Diwali	<b>It's Freezing!</b> Winter Nocturnal Animals Hibernation Arctic and Antarctic animals Woodland animals Chinese New Year Seasonal Change	<b>Super Spring, Super Me!</b> Planting/Gardening – beans and cress Spring Healthy eating – fruit smoothies, vegetables Oral health Life cycles – Frog/butterfly/plant Animals in our local Area – map Seasonal Change  Pancake Day Easter	<b>It's a Pirate Life for me...</b> Travelling around the world Different cultures UK Rainforests Africa Australia Atlantic Ocean Canada Under the sea End with a Pirate Day	<b>Let's Explore...</b> Mary Annings – fossils, dinosaurs Neil Armstrong – space, moon  Seasonal change
Special Events	<b>Starting school</b> <b>Visiting school woods</b> <b>Welcome Assembly</b> <b>Booknik – share books and teddy bears</b>  <b>Poetry – Autumn</b>	<b>The Nativity</b> <b>Advent Services</b> <b>Carol Service</b> <b>Christmas Party</b> <b>Birthday Party – own clothes/dressing up</b>	<b>Stay and play session</b> <b>Trip to school woods – woodland animals</b>	<b>Dentist</b> <b>Butterfly house??</b> <b>Class butterflies</b> <b>Pond dipping</b> <b>Easter celebrations</b> <b>Perform 'If I were butterfly' to parents</b>	<b>Pirate day/party</b> <b>Teddy bear picnic</b>	<b>Stay and play sessions</b>
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times and songs.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	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. 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.	<ul style="list-style-type: none"> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	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.
Vocabulary	<b>Key vocabulary:</b> Family Myself Friends School Special Unique Culture Parents Grandparents Siblings Past and present Harvest	<b>Key vocabulary:</b> Seasons Winter Christmas Religion Celebrate Party Diwali Culture Birthdays Advent	<b>Key vocabulary:</b> Winter Arctic Antarctic Hibernate Nocturnal Freezing Habitat Woodland Difference Similarities Freezing Melting	<b>Key vocabulary:</b> Spring Growing Life cycle New life Change Healthy foods Easter – Holy Week Root Leaf Stem Cacoon Chrysalis Hatching Rotting	<b>Key vocabulary:</b> Map Compass Treasure Country Similarities Differences Flag Ocean Land Desert Rainforest Rocky mountain UK- Europe Continents	<b>Key vocabulary:</b> Space Planets Stars Astronaut Neil Armstrong Tim Peak Dinosaurs Fossils Past Mary Anning
Songs	I had a little turtle... Five current buns... Heads, shoulder, knees and toes... The Finger Family 1 little red fish swimming in the water... Harvest Song – cabbages... Come and join the circle...	Twinkl twinkl 5 little speckle frogs Dingle Dangle Scarecrow Incy wincey Spider Hickety Pickety bumble bee Sleeping bunny Christmas songs/Autumn songs	Jack and Jill Hey diddle diddle The Grand old duke of York Five little ducks... Penguin song Thank you God for this new day... Winter songs - twinkl	Mary had a little lamb Old Mc Donald There is a worm at the bottom of my garden... If I were a butterfly... 10 green bottles... Baa baa black sheep	Row, row, row, row your boat One finger one thumb A sailor went to sea sea 10 Little Monkeys... Down in the Jungle... When I was 1...  My God is great big God...	Five Little Men in a Flying Saucer Zoom, Zoom, Zoom If your happy and your know it My Lighthouse.. 10 fat sausages... Hickery Dickery dock...
Books (Super Six Topic books)						

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	<p>All are Welcome</p> <p>When dragon goes to school</p> <p>Meesha makes friends</p> <p>On my Street</p> <p>Funny Bones</p> <p>Goldilocks and the Three Bears</p> <p><b>Topic Books</b></p> <p>Leaf Man</p> <p>The Gruffalo</p> <p>Room on the Broom</p>	<p>Stick Man</p> <p>The snowman</p> <p>The Scarecrow's Wedding</p> <p>The nativity story</p> <p>The diwalli story (twinkl)</p> <p>Ravis roar</p> <p>Montys the manatee</p>	<p>Lost and Found</p> <p>Ice bear</p> <p>How big is a million</p> <p>Bear snores on</p> <p>Supertato</p> <p>The Gruffalo</p> <p>We are going n a bear hunt</p>	<p>Jack and the bean stalk</p> <p>Supertato</p> <p>Run away pea</p> <p>Super worm</p> <p>The Easter story</p> <p>The tiny seed</p> <p>Tad</p> <p>The trouble with tad poles – twinkl</p> <p>The Hungry caterpillar</p>	<p>The pirates next door</p> <p>Pirates love underpants</p> <p>The Night Pirates</p>	<p>123 do the dinosaur</p> <p>The Girl and the dinosaur</p> <p>Do you love dinosaurs? (school library)</p> <p>The Worrysaurus</p> <p>You Choose – Space</p> <p>Aliens love underpants</p> <p>Whatever Next</p> <p>Zoom Rocket Zoom</p> <p>Twinkl Book</p> <p>Read 'Back to Earth with a Bump.'</p>
<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>			
<p><u>RE</u></p>	<p>Domestic church - family</p> <p>Myself - why am i precious</p> <p>Belonging - Baptism / confirmation</p> <p>Welcome - Why is welcome important</p>	<p>Other faith week – Judaism – places of worships</p> <p>Loving - advent / christmas</p> <p>Why do we celebrate birthdays?</p>	<p>Local church - community</p> <p>What and why do people celebrate?</p> <p>Relating - Eucharist</p> <p>Gather - why do people gather together?</p>	<p>Giving - Lent Easter</p> <p>How and why do things grow?</p>	<p>Other faith week – Judaism- places of worship</p> <p>Universal Church</p> <p>What makes our world so wonderful (CAFOD) – comparing cultures</p>	<p>Serving - Pentecost</p> <p>What is good new?</p> <p>Inter - relating - Reconciliation</p> <p>Is it good to have friends</p>
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Ball skills.</p> <p><b>Fine Motor – Using thick brushes</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p><b>Fine Motor - Cutting</b></p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p><b>Fine Motor - Pencil control</b></p>	<p>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><b>Fine Motor - using thin brushes</b></p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor</b></p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Fine Motor - cutting</b></p>
<p>Literacy</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>

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Phonics	RWI Set 1	RWI Set 1	RWI Set 1	RWI Set 1	Set 1/2	RWI Set 1/2
<p><b>Mathematics</b></p>	<p>YR Unit 1: Early Mathematical experiences YR</p> <p>Unit 2: Pattern and early number YR</p> <p>Unit 3: Numbers within 6 YR</p> <p>Unit 4: Addition and Subtraction</p> <p><b>Maths meetings</b> Counting on and back within 10 Cardinality activities - different arrangements of a number one more one fewer Recognise, create and describe colour and size patterns Comparative language long, short, tall, big, small daily time, days of the week, months of the year 1p, 2p, 5p, 10p</p>	<p>YR Unit 5: Measures - length YR</p> <p>Unit 6: Shape and sorting YR</p> <p>Unit 8: Numbers within 10</p> <p><b>Maths meetings</b> Counting on and back within 10 Cardinality activities - different arrangements of a number one more one fewer Recognise, create and describe colour and size patterns Comparative language long, short, tall, big, small daily time, days of the week, months of the year 1p, 2p, 5p, 10p</p>	<p>Revise Numbers within 10 YR</p> <p>Unit 7: Calendar and time YR</p> <p>Unit 9: Addition and subtraction within 10 YR</p> <p>Unit 11: Grouping and sharing</p> <p><b>Additional time in Unit 9 on numbers within 10, deepening understanding of composition of number. Unit 9 has been moved forward as it is critical to odd/even, counting in 2s and patterns and composition, all crucial skills for both new ELGs. Revision time has been built in for this in Spring 2</b></p> <p><b>Maths meetings</b> Counting on and back within 20 subitising within 5 one greater one less in 20 addition and subtraction in a 10 frame how many in each group, how many all together 3d and 2d shapes ordering lengths weight capacity and volume daily time, days of the week, months of the year, clock time introduce 20p</p>	<p>Revise Unit 11: Grouping and sharing YR</p> <p>Unit 10: Numbers within 15-focus on depth within 10 for those who are not yet showing ELG knowledge. YR</p> <p>Unit 13: Double and half YR</p> <p>Unit 14: Shape and Pattern YR</p> <p>Unit 15: Addition and subtraction lessons 1-5</p> <p><b>Maths meetings</b> Counting on and back within 20 subitising within 5 one greater one less in 20 addition and subtraction in a 10 frame how many in each group, how many all together 3d and 2d shapes ordering lengths weight capacity and volume daily time, days of the week, months of the year, clock time introduce 20p</p>	<p>Number Patterns – Odd and Even numbers Doubling Sharing</p> <p><b>Maths meetings</b> Double and half numbers in 10 counting abstract and subitising Addition and subtraction in 20 using bead string Counting in 2, 5, 10 comparing numbers, greater and less Properties of 3D and 2D shapes, face edge, side, vertices Comparing lengths, weights and capacities Clock and clock times</p>	<p>Big focus on number bonds to 5 and 10. Subitising.</p> <p>YR Unit 15: Addition and subtraction lessons 6-10 YR</p> <p>Unit 12: Numbers within 20 YR</p> <p>Unit 16: Money YR</p> <p>Unit 17: Measures lessons 1-5</p> <p><b>Maths meetings</b> Double and half numbers in 10 counting abstract and subitising Addition and subtraction in 20 using bead string Counting in 2, 5, 10 comparing numbers, greater and less Properties of 3D and 2D shapes, face edge, side, vertices Comparing lengths, weights and capacities Clock and clock times</p>
<p><b>Understanding the World</b></p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Mapping – local area</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know some similarities and difference between things in the past and now drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Seasonal change</p> <p>Explore the natural world around them</p> <ul style="list-style-type: none"> <li>- Changes in the woodland during winter</li> </ul>	<p>Explore the natural world around them.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of their community.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

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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.	Watch and talk about dance and performance art, expressing their feelings and responses	Listen attentively, move to and talk about music, expressing their feelings and responses.
	Art & ICT	Art & ICT	Art & ICT	Art & ICT	Art & ICT	Art & ICT
	Drawing and painting	Drawing and painting	Drawing and painting	Drawing and painting	Drawing and painting	Drawing and painting
	Print making	Sculpture – diva lamps	Collage textiles – weaving	Collage textiles - butterfly	Collage textiles – clothes – flags, football shirt design	
	Role Play: Home corner	Role play – doctors Role play: Santas workshop	Role play – castles	Role play – garden centre	Role Play – Space Shuttle then Icecream Parlour for Summer	Role play – Travel agents