

EYFS Long Term Overview of Key Skills

		Autumn Term	Spring Term	Summer Term	Early Learning Goals	
Communication and Language	Confident Communicator	<ul style="list-style-type: none"> Listen to and enjoy stories Learn new routines Engage in conversation Respond to questions about themselves. Follow instructions Begin to speak in sentences. Listen to others in small and large groups. Respond to events. Take turns to listen and speak. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell a simple story. Begin to ask questions to find out more. Respond appropriately. Start a conversation with others. Will form more complex sentences. Use a wider range of vocabulary from stories or topics. 	<ul style="list-style-type: none"> Use new vocabulary from stories and topics taught throughout the day. Talk confidently in a small group and class situation. Describe events in some details. Will use talk to solve problems, organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. 	
		Key Learning in Listening, Attention and Understanding		Key Learning in Speaking		
		<ul style="list-style-type: none"> Listening Attention Respond Understanding Respond to and answer questions 		<ul style="list-style-type: none"> Speaking Questioning Vocabulary Communication Using tenses Reasoning 		
		Vocabulary				
		<ul style="list-style-type: none"> Words of the week linked to story Planned vocabulary linked to topic. 				

		Autumn Term		Spring Term		Summer Term		Early Learning Goals
JIGSAW		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Personal, Social and Emotional Development	Fantastic Friend	<ul style="list-style-type: none"> Show confidence in new social situations and adopt behaviour to new routine. Make choices independently. Play with one or more other children. Build new friendships Manage their own needs: toileting, washing hands, drinks, snack, coat. Express their feelings and share how they feel. Start to understand how others feel. Develop skills to manage the school day successfully. 	<ul style="list-style-type: none"> Communicate their own needs and listen to others. Manage their own feelings and behaviour. Be willing to challenge themselves in their learning. Persevere. Work towards their goals and take pride in their learning. Confident to try new activities. Can talk about how to keep healthy. 	<ul style="list-style-type: none"> Identify and talk about their feelings. Show resilience and perseverance. Think about the perspective of others. Negotiate with others. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 			
		Key Learning in PSED						
		<ul style="list-style-type: none"> Express feelings Self-care Communicate Keeping healthy Understand and manage feelings Friendships Understand how others feel Social skills 		<ul style="list-style-type: none"> Self-awareness Recognise the needs of others Working together Independence Confidence Responsibility 				

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Physical Development	Super Sporty/ Talented Tool User	<ul style="list-style-type: none"> Begin to use a dominant hand. Begin to form recognisable letters of their name. To begin to use anticlockwise movement and retrace vertical lines. Use one handed tools e.g. scissors. 	<ul style="list-style-type: none"> Handle tools, objects and construction/malleable materials with safety and increasing control. Use one handed tools with more accuracy. 	<ul style="list-style-type: none"> Use a pencil effectively to form recognisable letters, most of which are correctly formed. Use one handed with more accuracy and control. 	Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in most cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 		
		<ul style="list-style-type: none"> Develop fundamental movements: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency Confidently and safely use a range of indoor and outdoor apparatus Develop and refine their ball skills Know the facts that support their wellbeing and overall health. 				Gross Motor <ul style="list-style-type: none"> Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically such as running, skipping, dancing, hopping, skipping and climbing. 	
		Get Set PE	Get Set PE	Get Set PE	Get Set PE	Get Set PE	Get Set PE
		Key Learning in Gross Motor		Key Learning in Fine Motor Skills			Additional Learning
<ul style="list-style-type: none"> Spatial awareness Safety aware Movement of body parts Developing vocabulary linked to movement Hand/eye co-ordination Apparatus 		<ul style="list-style-type: none"> Strength Pencil grip Lines and patterns Drawing Communication Control of tools Control of writing tools Letter formation 			<ul style="list-style-type: none"> Autumn 1: Wiggly whilst we Squiggle and then progressing to handwriting lessons. Extra finger gym/gross motor support for children. 		

		Autumn Term	Spring Term	Summer Term	Early Learning Goals	
Literacy	Brilliant Bookworm	<ul style="list-style-type: none"> Handle and enjoy books. Retell the focus story. Engage with and talk about the 'Sparkly Start'. Talk about stories and learn new vocabulary. 	<ul style="list-style-type: none"> Talk about a story and be able to identify <ul style="list-style-type: none"> main characters; setting; main events. Begin to use vocabulary and story language from previous texts. Respond to questions about stories. 	<ul style="list-style-type: none"> Children will begin to use story telling language. Act out stories and retell in more detail. Have thoughts and opinions about stories and characters. 	Comprehension <ul style="list-style-type: none"> 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. 	
		Key Learning in Comprehension	Key Learning in Word-Reading	Key Learning in Writing	Word Reading	
	<ul style="list-style-type: none"> Comprehension Understanding Responding to Predict Retell Order Talk about Opinion 		<ul style="list-style-type: none"> Oral blending Blending Recognising graphemes Tricky word recognition 		<ul style="list-style-type: none"> Emergent writing Vocabulary Oral segmenting for spelling Letter formation Spelling tricky words. 	<ul style="list-style-type: none"> 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.
	WOW Writer/Talented Tool User	Key Learning in Fine Motor Skills	Key Learning in Fine Motor Skills	Key Learning in Fine Motor Skills	Writing	
<ul style="list-style-type: none"> Recognise their name and make marks to represent it. Make marks in their pretend play. Begin to write the initial sounds heard in words. 		<ul style="list-style-type: none"> Write own name and form recognisable letters. Form some letters correctly. Write the phonemes in CVC words with the correct grapheme Orally compose a sentence and may attempt to write. 	<ul style="list-style-type: none"> Develop fluency to their writing. Form most lower and upper case letters correctly. Children will write simple sentences with a finger space and full stop. Children will sometimes use a capital letter. Write for a purpose. 	<ul style="list-style-type: none"> 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. 		
					Additional activities <ul style="list-style-type: none"> Phase One to develop early phonics skills Sparkly Starts Vocabulary Vote for story of the day. WOW Writer cape 	

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WHITE ROSE HUB	Autumn Term				Spring Term			Summer Term				Early Learning Goals	
	Getting to Know You	Just like me	It's me 1,2,3	Lights and Dark	Alive in 5	Growing 6,7,8	Building 9 and 10	To 20 and Beyond	First, Then and Now	Find my Pattern	On the Move		
Mathematics	Master of Maths	<ul style="list-style-type: none"> Matching, sorting and comparing amounts. Representing numbers to 5. One more and less. Compare size, mass and capacity. 2D shapes. Exploring patterns. Positional language. 				<ul style="list-style-type: none"> Comparing, composing and combining numbers to 10. Capacity, length and height. 3D shapes. Making patterns. 			<ul style="list-style-type: none"> Numbers beyond 10. Counting patterns. Adding and subtracting. Doubling, sharing and grouping. Spatial reasoning. Odd and even numbers. 				<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number. Subitise to 5. Automatically recall number bonds to 5 and some number bonds to 10, including doubles facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising patterns of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odd, double facts and how quantities can be distributed equally.
		Key Learning in Number				Key Learning in Shape and Measure			Additional Activities				
		<ul style="list-style-type: none"> Counting Number Numeral Odd, even Doubles Addition Subtraction 				<ul style="list-style-type: none"> 2D and 3D shapes Distance Weight Capacity Money Time 			<ul style="list-style-type: none"> Daily calendar. Counting the weather and grouping in tens. Visual register of how many children are in today. 				

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	Getting to Know You	Just like me	It's me 1,2,3	Lights and Dark	Alive in 5	Growing 6,7,8	Building 9 and 10	To 20 and Beyond	First, Then and Now	Find my Pattern	On the Move								
Understanding the World	Exceptional Explorer	Past and Present										<ul style="list-style-type: none"> 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. 							
		<ul style="list-style-type: none"> Talk about themselves, their family and where they live. Talk about special times, celebrations in their life. Looking at toys from a long time ago. 											<ul style="list-style-type: none"> Talk about familiar situations in the past. Thinking about how we have changed since we were babies. 			<ul style="list-style-type: none"> Comparing places, now and then. Learning about historical characters 			
		The Natural World ELG											<ul style="list-style-type: none"> 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. 						
		<ul style="list-style-type: none"> Finding your way around school. Exploring the natural world around. Talking about changes as we move from autumn to winter. 				<ul style="list-style-type: none"> Comparing places. Looking at maps and atlases. Growing plants. Talking about changes as we move from winter to spring. 			<ul style="list-style-type: none"> Explore floating and sinking. A look at the African safari. Creating own maps. Talking about changes as we move from spring to summer. 										
		People, Culture and Communities												<ul style="list-style-type: none"> 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps. 					
		<ul style="list-style-type: none"> Looking at how people celebrate Diwali and Christmas. Recalling our own celebrations. 				<ul style="list-style-type: none"> Looking at how Easter is celebrated. Recalling our own celebrations. 			<ul style="list-style-type: none"> Looking at maps of places in the past. Finding out about life in in another country. 										
Vocabulary for Past and Present				Vocabulary for The Natural World			Vocabulary for People, Culture and Communities				<p>Additional</p> <ul style="list-style-type: none"> Weekly class assembly to talk about celebrations/events around the world 								
Now Then Past Present A long time ago				Map Hibernate Atlas Season Change Stowmarket Country South Pole Africa/ Ghana			Float Spring Grow Seed Plant Celebrate Christmas Diwali Family Home Friends												

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Expressive Arts and Design Proud Performers/ Amazing Artists/ Dynamic Designers/ Talented Tool Users	Children will have opportunities to freely explore tools and materials in order to develop their ideas about how to use them and what to make. This will include opportunities to represent familiar objects through independent drawing, playdough, painting etc.	
	<p>Through Creating with Materials children will be taught the following skills:</p> <ul style="list-style-type: none"> • Drawing • Portraits • Collage • Colour mixing • Printing • Observation • Threading • Junk modelling <p>Children will also be inspired by artists such as Jackson Pollock.</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.
	<p>Children will have daily opportunities for role play, singing, performing and retelling stories, small world.</p> <p>Learning songs linked to topic work will be incorporated into topic lessons.</p>	<p>Being Imaginative</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and teacher. • sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.