



EYFS Long Term Overview

	Cycle A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	I'm the King of the Castle	Lady with the Lamp	Glorious Ghana	To Infinity and Beyond	When the flower blossoms, the bee will come	We're all going on a Summer Holiday
Whole Class Key Texts	Princess and the Pea Jack and the Beanstalk	Funny Bones Stickman	Leopard's Drum Handa's Surprise	Bob Man on the Moon Toys in Space	The Flower Bloom	The Sea Saw Lighthouse Keeper's Lunch
Other texts reception may read	Goldilocks and the Three Bears Little Red Riding Hood The Little Red Hen The Three Little Pigs	Ness the Nurse Topsy and Tim go to Hospital I Don't Want to go to Hospital	We're Going on a Lion Hunt Rumble in the Jungle Giraffes Can't Dance	The Smeds and the Smoos Aliens Love Underpants Whatever Next	Betsy Buglove Saves the Bees The Very Greedy Bee The Tiny Seed	Billy's Bucket Sharing a Shell Lucy and Tom at the Seaside
Super Start	Local area walk	Mini Medics	Ghanaian Chocolate	Making a telescope	Plant a seed	Sharing our holiday pictures
Fantastic Finish	Castle Banquet	Visit from a Nurse	African Drumming	Planetarium Visit in School	Visit from Local Bee Keeper	Trip to the Seaside
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Learn new vocabulary Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs Engage in non-fiction books	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. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs Engage in non-fiction books	Learn new vocabulary Use new vocabulary through the day. Describe events in some detail. Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary in different contexts. through the day. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep



						familiarity with new knowledge and vocabulary.
English	<p>Story Retelling</p> <ul style="list-style-type: none"> • Beginning • Middle • End <p>• Characters</p> <ul style="list-style-type: none"> • Setting <ul style="list-style-type: none"> • Adjectives to describe <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Narrative</p> <p>Non Chronological Report</p> <p>Ascribes meanings to marks that they see in different places. Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>Narrative</p> <p>Recount</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Narrative</p> <p>Instructions</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Narrative</p> <p>Informal letter</p> <p>Children use their phonic knowledge to write words in ways which match their Spoken sounds. They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	
Understanding the World	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Recognise familiar places in their community.</p> <p>Understand the effect of changing seasons on the natural world around them (Autumn).</p>	<p>Talk about members of their and community (people who help us).</p> <p>Comment on images of familiar situations from the past – hospitals.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries (Ghana).</p> <p>Understand the effect of changing seasons on the natural world around them (Winter).</p>	<p>Compare and contrast characters from stories, including figures from the past (Neil Armstrong).</p>	<p>Understand the effect of changing seasons on the natural world around them (Spring).</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Recognise some environments that are different to the one in which they live (seaside).</p> <p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them (Summer).</p>
RE	<p>Understand that some places are special to members of their community (Christianity/ Islam focus).</p>		<p>Recognise that people have different beliefs and celebrate special times in different ways (Christianity/ Judaism focus).</p>	<p>What is special about our world?</p>	<p>Which stories are special and why?</p>	
Expressive Arts and Design	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	



Personal, Social and Emotional Development	Being Me Exploring Emotions	Being Healthy	Being Safe Being Responsible	Relationships Growing Up	Money Matters Drug Education Bullying Matters	Changes Differences and Diversity
PE	Athletics	Dance	Gymnastic	Invasion Games	Orienteering	Striking and Fielding



Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	This is me!	"Dark is nasty!" Is Plop right?	Winter Wonderland	What's inside the Toy Box?	All Aboard!	Dinosaurs Rock!
Whole Class Key Texts	Can I build another me? The True Story of the Three Little Pigs	The Owl who was Afraid of the Dark Gaspard the Fox	Lost and Found NF – North pole animals	The Lost Toy Museum A most peculiar toy factory	A Bear Called Paddington Who's afraid of the big bad book?	Dear Dinosaur How to Look After your Dinosaur
Other texts reception may read	Stanley's Stick We're Going on a Bear Hunt	Owl Babies Goodnight Moon Little Owl's Night Stickman	The Family Book Colour Monster Take off your brave	Goldilocks and the Three Bears Little Red Riding Hood The Little Red Hen The Three Little Pigs	The Train Ride All Aboard!	How to Look After Your Dinosaur Mad About Dinosaurs
Super Start	Photos of myself	Find a nest with eggs on the playground	Winter Forest Walk	Our favourite toys	Children to bring in a train	Dinosaur Egg Discovery
Fantastic Finish	Mini Medics First Aid Training	Owl Man Visit	Yorkshire Wildlife Park	Partake Theatre Company – toys from the past	Butterfly railway station	Dinosaur Dig
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Learn new vocabulary Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs Engage in non-fiction books	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. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs Engage in non-fiction books	Learn new vocabulary Use new vocabulary through the day. Describe events in some detail. Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary in different contexts through the day. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
English	Story Retelling <ul style="list-style-type: none"> • Beginning • Middle • End • Characters 		Narrative Non Chronological Report	Narrative Recount	Narrative Instructions	Narrative Informal letter



	<ul style="list-style-type: none"> • Setting • Adjectives to describe <p>Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Ascribes meanings to marks that they see in different places. Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p>	<p>Attempts to write short sentences in meaningful contexts.</p>	<p>Attempts to write short sentences in meaningful contexts.</p>	<p>Children use their phonic knowledge to write words in ways which match their Spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
Understanding the World	<p>Understand the effect of changing seasons on the natural world around them (Autumn).</p> <p>Name and describe people who are familiar to them. Talk about members of their immediate family.</p> <p>Compare and contrast characters from stories, including figures from the past (Great Explorers).</p>	<p>Recognise some environments that are different to the one in which they live (woodland).</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world around them (Winter).</p> <p>Recognise some similarities and differences between life in this country and life in other countries (North Pole)</p>	<p>Talk about members of their community (people who help us).</p> <p>Comment on images of familiar situations from the past – toys.</p>	<p>Understand the effect of changing seasons on the natural world around them (Spring).</p> <p>Comment on images of familiar situations from the past – transport.</p>	<p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them (Summer).</p>
RE	<p>Recognise that people have different beliefs and celebrate special times in different ways (Christianity)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways (Christianity plus other religions).</p>	<p>Understand that some places are special to members of their community (Christianity plus other religions).</p>	<p>Recognise that people have different beliefs.</p>		
Expressive Arts and Design	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	
Personal, Social and Emotional Development	<p>Being Me Exploring Emotions</p>	<p>Being Healthy</p>	<p>Being Safe Being Responsible</p>	<p>Relationships Growing Up</p>	<p>Money Matters Drug Education Bullying Matters</p>	<p>Changes Differences and Diversity</p>



PE	Athletics	Dance	Gymnastic	Invasion Games	Orienteering	Striking and Fielding
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Cycle C						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Marvellous Me!	And so the Adventure Begins	Incredible India	The Great Fire	Kings, Crowns and Coronations	Down on the Farm
Whole Class Key Texts	Perfectly Norman The Bear and The Piano	The Great Explorer The Journey Home	Dadaji's Paintbrush The Runaway Chippati	Toby and the Great Fire of London The Great Fire of London	The Queen's Hat After the Fall The Emperor's New Clothes	Pip and Egg Squash and a Squeeze
Other texts reception may read	The Family Book Colour Monster Avocado Baby	Stanley's Stick We're Going on a Bear Hunt	Rama and Sita Brown bear, brown bear what do you see?	The Little Red Hen Mr Wolf's Pancakes	Goldilocks and the Three Bears Little Red Riding Hood The Three Little Pigs	The Little Red Hen Farmer Duck
Super Start	Pianist and Saxophonist experience	Great Explorer Day	Indian Dancing	Baking bread	Letter from the King	Chick hatching
Fantastic Finish	Lons got talent!	Making boats	Indian Food tasting	Partake Theatre	Coronation Party	Visit to the Farm
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Learn new vocabulary Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs Engage in non-fiction books	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. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs Engage in non-fiction books	Learn new vocabulary Use new vocabulary through the day. Describe events in some detail. Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary in different contexts. through the day. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
English	Story Retelling <ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Adjectives to describe 		Narrative Non Chronological Report Ascribes meanings to marks that they see in different places. Begins to	Narrative Recount Attempts to write short sentences in meaningful contexts.	Narrative Instructions Attempts to write short sentences in meaningful contexts.	Narrative Informal letter Children use their phonic knowledge to write words in ways which



	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p>		<p>break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>				<p>match their Spoken sounds. They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>
Understanding the World	<p>Understand the effect of changing seasons on the natural world around them (Autumn).</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family.</p>	<p>Understand the effect of changing seasons on the natural world around them (Winter).</p> <p>Compare and contrast characters from stories, including figures from the past (Explorers).</p>	<p>Recognise some similarities and differences between life in this country and life in other countries (India).</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p>	<p>Talk about members of their community (people who help us).</p> <p>Comment on images of familiar situations from the past – buildings.</p>	<p>Understand the effect of changing seasons on the natural world around them (Spring).</p> <p>Compare and contrast characters from stories, including figures from the past (Kings and Queens).</p>	<p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them (Summer).</p>	
RE	<p>Understand that some places are special to members of their community (Christianity/ Islam focus).</p>		<p>Recognise that people have different beliefs and celebrate special times in different ways (Christianity/ Judaism focus).</p>		<p>What is special about our world?</p>	<p>Which stories are special and why?</p>	
Expressive Arts and Design	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	<p>Topic related</p>	
Personal, Social and Emotional Development	<p>Being Me Exploring Emotions</p>	<p>Being Healthy</p>	<p>Being Safe Being Responsible</p>	<p>Relationships Growing Up</p>	<p>Money Matters Drug Education Bullying Matters</p>	<p>Changes Differences and Diversity</p>	
PE	<p>Athletics</p>	<p>Dance</p>	<p>Gymnastic</p>	<p>Invasion Games</p>	<p>Orienteering</p>	<p>Striking and Fielding</p>	