

# Stock Church of England Primary School



## EYES Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/ Lines of Enquiry	Me and my family Nocturnal animals/Night/Day Harvest	Guy Fawkes Space Remembrance Day Christmas	Cold/Winter Arctic/Antarctic Chinese New Year	Easter Traditional stories/fairy tales	Lifecycles St George's Day Plants	Animals Dinosaurs Transition preparation
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	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 to 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.	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.
<p>Learn new vocabulary Use new vocabulary through the day</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p> <p>Use new vocabulary in different contexts</p>						
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  (Jigsaw themes: Being me in my world/ Celebrating differences)		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.  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- Road safety  (Jigsaw themes - Dreams and goals / Healthy me)		Think about the perspectives of others. Manage their own needs.  (Jigsaw themes- relationships / Changing me)	
<p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>						
Physical Development	<b>INTRO TO PE: Unit 2</b> Learning the basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will develop fundamental skills: running, jumping and skipping.	<b>BALL SKILLS</b> Further develop fundamental skills of ball skills including rolling and receiving a ball, throwing to a target, bouncing & catching, dribbling & kicking a ball.	<b>YOGA</b> Negotiate space safely, with consideration for themselves and others. Demonstrate strength, balance and coordination.	<b>GYMNASTICS: Unit 1</b> Develop the fundamental movement skills they have already acquired: rolling, rocking, jumping. Creating shapes and balances. Show awareness of space and how to use it safely and perform basic skills on both floor and apparatus.	<b>COUNTRY DANCING</b> Show increasing accuracy in movement. Demonstrate strength, balance and coordination Move energetically, such as skipping and dancing,  Combine different movements with ease and fluency	<b>Gymnastics: Unit 2</b> Create shapes and balances, jumps and rolls. Develop
	<b>BALANCE BIKES</b> Confidently and safely use large apparatus outside, alone and in a group. Develop strength, balance and coordination.	<b>Outdoor Learning session: Woods</b> Develop overall body-strength, balance, co-ordination. Develop the fundamental skills of walking, running, climbing, balancing.	<b>Outdoor Learning session: Woods</b> Develop overall body-strength, balance, co-ordination. Develop the fundamental skills of walking, running, climbing, balancing.	<b>Outdoor Learning session: Woods</b> Develop overall body-strength, balance, co-ordination. Develop the fundamental skills of walking, running, climbing, balancing.	<b>Outdoor Learning session: Woods</b> Develop overall body-strength, balance, co-ordination. Develop the fundamental skills of walking, running, climbing, balancing.	<b>Outdoor Learning session: woods</b> Develop overall body-strength, balance, co-ordination. Develop the fundamental skills of walking, running, climbing, balancing.
	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene					
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. - Through Phonics and writing activities throughout the year.</p>						
Literacy  Writing elements	Read individual letters by saying the sounds for them.  Use some print and letter knowledge in their early writing Write some or all their names.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Write some letters accurately Start to write CVC words	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.  Form lower case and capital letters correctly.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exceptional words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Start to write simple phrase	Spell words by identifying the sounds and then writing the sound with letter/s.  Write simple phrases that can be read by others.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Phonics	Phase 1/2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4

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<p><b>Mathematics</b> (Master the curriculum)</p>	<p>Getting to know you Match, sort and compare Talk about measures and patterns It's me 123 1,2,3,4,5</p>	<p>Circles and triangles Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time</p>	<p>Building 9 and 10 Explore 3D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Visualise, build and map</p>	<p>Sharing and grouping Make connections</p>
<p><b>Understanding the World</b>  History elements Geography elements Science elements</p>	<p>Talk about members of their immediate family and community. (Chronological awareness) Name and describe people who are familiar to them. (chronological awareness)  To know animals, use their senses to explore the world. To know that some animals hibernate or store food in winter.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Diwali) Know some similarities and differences between things in the past and now.  Understand the past through settings, characters and events encountered in books.  Recognise some environments are different to the one in which they live  Ask questions about the world around them  To recognise the changes in the season/weather.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Chinese New Year)  Recognise some environments that are different to the one in which they live.  Recognise some similarities and differences between life in this country and life in other countries.  Draw information from a simple map  To know some objects, freeze or melt.  To recognise the changes in the season/weather.</p>	<p>Understand that some places are special to members of their community. (Easter)  Draw information from a simple map.  To know that in fairy tales' stories, the kings/queens are usually important, powerful people who rule over others.</p>	<p>Explore the natural world around them:  To ask questions about the differences they can see in images  To know the names of the basic plant parts. To know plants are alive. To know seeds, grow into plants and need water to grow. To recognise the changes in the season/weather.</p>	<p>Comment on images of familiar situations in the past.  Know some similarities and differences between things in the past and now.  Understand the past through settings, characters and events encountered in books.  Recognise some environments are different to the one in which they live.  Recognise some similarities and differences between life in this country and life in other countries.  To know some objects, float or sink.</p>
<p>Describe what they see, hear, and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Ask questions about the world around them. Talk about the lives of the people around them and their roles in society To know about differences in sounds. (EAD music link) Use language linked to birthdays, passage of time</p>						
<p><b>Religious Education</b></p>	<p>Why is God so important to Christians?</p>	<p>Why do Christians perform nativity plays at Christmas?</p>	<p>Judaism</p>	<p>Why do Christians put a cross in an Easter garden?</p>		<p>Should Noah trust in God?</p>
<p><b>Expressive Arts and Design</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develop storylines in their pretend play.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Watch and talk about dance and performance art, expressing their feelings and responses  Develop storylines in their pretend play.  Create a rocket  <b>Cooking:</b> rock cakes/flying spaceship (pizza muffins), Christmas cakes</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them  Watch and talk about dance and performance art, expressing their feelings and responses (Chinese New Year: Dragon Dance)  Develop storylines in their pretend play.  <b>Cooking:</b> Cheese on toast (melting), Create a Polar bear face! Chinese themed stir fry,</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills.  Make and use props and materials when role playing characters in narrative and stories.  Develop storylines in their pretend play.  <b>Cooking:</b> Grandma's healthier basket, porridge, Easter nests</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.  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  <b>Cooking:</b> a salad for a caterpillar, butterfly transformation cakes, exploring plants that we eat</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them  Watch and talk about dance and performance art, expressing their feelings and responses  Develop storylines in their pretend play.  <b>Cooking:</b> Create a fish! Animal biscuits</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>						