

Alice Ingham RC Primary School

EYFS Long Term Overview: 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Enhancements	Magical Me! Autumn My Family	Magical Me! Bonfire Night Winter The Christmas Story	Dinosaurs Chinese New Year Valentine's Day	Come Outside! Life cycles – chicks and plants Pancake Tuesday Mother's Day World Book Day	People Who Help Us Ramadan Eid	Ticket to Ride Father's Day
Possible Texts	Marvellous Me All are Welcome In My Heart Pumpkin Soup Talk for Writing: The Very Hungry Caterpillar	Stick Man Kippers Birthday The Christmas Story Talk for Writing: The Gingerbread Man	Non Fiction: First Facts Dinosaurs There's A Dinosaur in my School If I Had A Dinosaur Munch, Crunch, Dinosaur Lunch Talk for Writing: We're Going on a Bear Hunt	Oliver's Vegetables The Tiny Seed Jasper's Beanstalk I Really Wonder What Plant I'm Growing Non Fiction: Eggs and Chicks The Easter Story Talk for Writing: The Three Little Pigs	People Who Help Us: In School People Who Help Us: Police Biff and Chip: At the Dentist When I Grow Up A Superhero Like You Talk for Writing: Little Charlie	The Snail and the Whale The Way back Home The Naughty Bus The Train Ride Bob, The Man on the Moon O! Get off my train! Talk for Writing: Goldilocks and the Three Bears
Curriculum enhancements	Walk around school, getting to know our school environment, staff and friends. Autumn Walks around school grounds to identify signs of Autumn. Stay and Play parents/ RWI introduction for parents. Y6 buddies to visit each Friday – getting to know the children and sharing stories.	Stay and play- Parents Nativity performance Rochdale Music Festival visit- Talented Tinies Y6 buddies to come and read each Friday Library Visit – library cards	Hook into learning – an egg, letter and footprints appear in Reception playground. Chinese New Year: EAD: create dragon's head and perform a dance to drums and instruments. EAD: Roleplay working in a Chinese takeaway Y6 buddies to come and read each Friday Library Visit	Visit Rochdale Town Hall on the bus. Library Visit Gardening with Mr Holland Stay and Play with Reception parents World Book Day activities Y6 buddies to come and read each Friday	Firefighter/Police Visit Dentist Visit School Nurse Visit School Trip Y6 buddies to come and read each Friday Library Visit	Sport's Day Post a Letter Let's fly - Role play and Green Screen Gardening with Mr Holland Library visit with parents Class Assembly Y6 buddies to come and read each Friday
Religion <i>Daily sessions from Ten:Ten will support each topic</i>	Myself Welcome (Baptism) Visit from Fr Robert	Harvest Birthday Celebrating Diwali Advent The Christmas Story	Gathering Growing	Good news Islam Mass in school to celebrate Easter. Class visit from Father Robert	Friends Sikhism Eid	Our World
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Communication and Language <i>Listening, Attention and Understanding Speaking</i> <i>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, T4W, EYFS productions, assemblies and weekly interventions.</i>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them Sharing facts about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Introduce Makaton as a way of greeting staff during the register.	Tell me a story! Settling in activities Develop vocabulary Discovering interests Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Asks how and why questions... Discovering interests Retell a story with story language Story inventions Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Describe events in detail – time connectives Discovering interests Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story	What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.	Time to share! Show and tell Weekend news Discovering interests Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

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<p>Personal, Social and Emotional Development</p> <p><i>Building Relationships</i></p> <p><i>Managing Self</i></p> <p><i>Self-Regulation</i></p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>See themselves as a valuable individual.</p> <p>Being me in my world</p> <p>Class Rule Rules and Routines</p> <p>Supporting children to build relationships</p>	<p>Getting on and falling out</p> <p>How to deal with anger Emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Explaining to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Feelings</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p>Healthy me</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves etc.</p>	<p>Looking after others</p> <p>Friendships</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy-up after ourselves etc.</p> <p>Dreams and Goals</p>	<p>Looking After our Planet</p> <p>Taking part in sports day - Winning and loosing</p> <p>Changing me</p> <p>Look how far I've come!</p> <p>Model and highlight positive behavior, narrating what was kind and considerate about the behaviour.</p>
<p>Physical Development</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p><i>Fine Motor Skills</i></p>	<p>Threading, cutting, weaving, playdough</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters - most are correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line</p> <p>Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p><i>Gross Motor Skills</i></p>	<p>Co-operation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing. Skipping ropes in outside area</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push - Two-wheeled balance bikes and pedal bikes without stabilisers, prams etc.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics / Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics/Balance</p>
<p>MUFC - Ball Skills Weekly Coaching</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

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Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension <i>Developing a passion for reading – half termly library visits</i>	Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading <i>Read Write Inc</i>	By the end of Autumn 1 children should be able to: Read all single letter, set one sounds On track: Set 1B	By the end of Autumn 2 children should be able to: Read all Set 1 Sounds Blend sounds into words orally On track: Set 1C	By the end of Spring 1 children should be able to: Blend sounds to read words Read short ditty stories On track: Ditty	By the end of Spring 2 children should be able to: Read Red storybooks On track: Red	By the end of Summer 1 children should be able to: Read Green storybooks Read some Set 2 sounds On track: Green	By the end of Summer 2 children should be able to: Read Green or Purple storybooks On track: Green/Purple
Writing <i>Talk for Writing is used as a stimulus throughout the year.</i> <i>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</i>	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists. Writing initial sounds and simple captions. Use initial sounds to label characters / images Silly soup Names Labels Captions Lists Diagrams Messages – Create a Message centre!	Name writing Labelling using initial sounds Story scribing. Retelling stories in writing area Instructions for baking a gingerbread man. Help children identify sounds that are tricky to spell. Sequence the story Write a sentence – if ready.	Writing some of the tricky words such as I, put, of, my, the. Writing CVC words Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Creating own story maps Writing captions and labels Writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park. Character descriptions. Write 2 sentences – if ready.	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words Beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Story writing Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description

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Power Maths	Numbers to 5 Sorting Comparing numbers within 5 Change within 5	Change within 5 Time- Number bonds within 5 Numbers to 10	Comparing numbers within 10 Addition to 10 Number bonds to 10 Space and shape	Space and shape Exploring patterns Review of any topics needing more attention.	Counting on and counting back Numbers to 20 Review of any topics needing more attention.	Numerical patterns Measure Assessment
Mathematics Number Numerical Patterns	Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 Have a deep understanding of number to 10, including the composition of each number		Verbally count beyond 20, recognising the pattern of the counting system Automatically recall some number bonds to 10, including double facts.	
Understanding the World Past and Present People, Cultures and Communities The Natural World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Recognise that people have different beliefs and celebrate special times in different ways. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – hibernation and migration	Talk about the differences between materials and changes they notice – STEM dinosaur science experiment. Explore the natural world around them – melting and freezing Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year Understand that some places are special to members of their community- our parish links Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – Chinese New Year Recognise some similarities and differences between life in this country and life in other countries.	Make observations and drawing pictures of animals and plants – observational paintings of daffodils. Draw information from a simple map – where is Rochdale on a map? Begin to understand the need to respect and care for the natural environment and all living things – chicks arriving. Comment on images of familiar situations in the past – Touchstones Museum project ‘Then and Now.’ Investigating a big question: How did people wash their clothes in the past?	Explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
	Throughout the year with each changing season: Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					

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<p>Expressive Arts and Design</p> <p><i>Creating with materials</i></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p style="text-align: center;">Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Being Imaginative and Expressive</i></p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Listen to music and make their own dances in response. Firework pictures Christmas decorations Christmas cards Divas Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party’s and Celebrations Role Play of The Nativity</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating bearl masks. Making lanterns Chinese writing Puppet making Chinese music Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Use different textures and materials to make houses for the three little pigs. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts, Easter crafts Home Corner role play Provide a wide range of props for play which encourage imagination.</p>	<p>Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Retelling familiar stories. Roleplaying different emergency services. Provide children with a range of materials for children to construct with.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function Exploration of other countries – dressing up in different costumes.</p>

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	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Early Learning Goals: Holistic/Best Fit Judgement	<p>ELG: Listening, Attention and Understanding 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> <p>ELG: Speaking 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</p>	<p>ELG: Self-Regulation 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> <p>ELG: Managing Self 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> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension 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.</p> <p>ELG: Word Reading 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.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern 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 odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: 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.</p> <p>ELG: 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. Explain some similarities and differences between</p>	<p>ELG: Creating with Materials 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> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their 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</p>

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	conjunctions, with modelling and support from their teacher.	Show sensitivity to their own		them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: 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.	
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Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun and engaging, and we will challenge and support all children whatever their starting point. We will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework, incorporating children’s interests along the way.