

Holly class EYFS Long term overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cusp Literacy Structured Story time books</b>	Bear Shaped I'm almost always kind What makes me a me? My family and other families The Body Book The Dot Pumpkin Soup The Squirrels that Squabbled Celebrations around the World	Three Little Pigs The Gingerbread Man Mr Wolf's Pancakes Shin Lu's Grandpa Astro Girl The Way back Home The Wonder Mrs Noah's Garden Errols Garden Tidy Luna Loves Art Chicken Clicking A Good Egg	Tad Winnie the Pooh helps the Bees The Worrysaurus Martha Maps it out The Suitcase Splash Tiddler Clean Up! William Bee's things that go
<b>Special Events</b>	Harvest Autumn Bonfire Night Diwali Hanukkah Christmas	Pancake Day Easter Chinese New Year Mother's Day	Father's Day World Ocean Day
<b>Communication and Language</b>	-Show and tell -Listening skills -Learning new vocabulary -Oral story-telling -Confidence to speak in front of a group and articulate their ideas  -Listening and responding to ideas expressed by others, with an emphasis on talking in complete sentences and using the correct tense	-Describe events in detail -Oral story-telling -Learning new vocabulary -Looking at ways to extend sentences using words such as but, because, and, so -Listen to and talk about stories to build familiarity and understanding -Use talk to help work out problems and organise thinking -Develop social phrases	-Show and tell - developing questioning skills -Oral story-telling -Use new vocabulary in different contexts -Listen carefully to rhymes and songs -Learn rhymes, poems and songs -Engage in non-fiction books -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
<b>Personal, Social and Emotional Development</b>	-Learning the routines of the classroom and school -Recognising the expectations for behaviour around the school and classroom -Build constructive and respectful relationships with peers and adults -See themselves as valuable individuals -Express their feelings and consider the feelings of others	-Continue to model and explain the expectations for behaviour around the school and classroom -Identify and moderate their own feelings socially and emotionally -Show resilience and perseverance in the face of challenge -Role playing various scenarios to explore different emotions and ways to manage feelings	-Independently choosing resources for own activity and organising it with minimal adult intervention -Learning to show sensitivity to the needs and feelings of others -Think about the perspectives of others -Manage their own needs -Talk about strategies used to carry out an activity and how they might change in the future Preparing for the transition to Year 1
<b>Physical Development</b>	-Refine fundamental movement skills -Develop overall body strength, co-ordination, balance and agility -Develop fine motor skills -Keeping healthy -Begin to form letters correctly	-Develop fine motor skills -Move with confidence -Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor -Use small and large equipment	-Continue to develop gross motor skills during PE lessons -Develop the foundations of a handwriting style which is fast accurate and efficient -Know and talk about the different factors that support

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		-Handle materials with safety and control Letter formation	their overall health and well-being -Further develop the skills they need to manage the school day successfully
<b>Literacy</b>	-Read individual letters by saying the sound -Blend sounds into words, so that they can read short words made up of known letter sound correspondences -Develop correct letter formation -Segment sounds to write CVC words -Write first name with correct letter formation -Sharing books and talking about stories	-Read some letter groups that each represent one sound and say sounds for them -Correct letter formation -Read a few common exception words -Read simple phrases and sentences made up of words with known letter sound correspondence -Re-read books to build up confidence in word reading, fluency and understanding	-Form lower case and capital letters correctly -Spell words by identifying the sounds and then writing the sounds with letter/s -Write sentences using capital letter and full stop -Re-read what they have written to check it makes sense -Drama activities linked to class texts -Retelling familiar stories and describing main events -Writing stories, thinking about some of the features of narrative in our writing
<b>Mathematics</b>	<b>White Rose Autumn</b> Getting to know you Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	<b>White Rose Spring</b> Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3d shapes	<b>White Rose Summer</b> To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections Consolidation
<b>Expressive Arts and Design</b>	-Explore, use and refine a variety of artistic effects to express their ideas -Create collaboratively, sharing ideas, resources and skills -Listen attentively, move to and talk about music, expressing their feelings and responses -Sings songs and rhymes from memory	-Watch and talk about dance and performance art, expressing their feelings and responses -Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop and refine a variety of artistic effects to express their ideas	-Develop storylines in their play -Explore and engage in music making and dance, performing solo or in groups -Art work linked to themes -Investigating materials -Selecting and using resources for a purpose -Talk about our creative work and the processes that led to the end product -Talk about the strength of our own work and that of others
<b>Understand the World</b>	-Talk about members of their immediate family and community -Name and describe people who are familiar to them -Comment on images of familiar situations in the past -Compare and contrast characters from stories, including figures from the past - Explore the natural world around them - Begin to understand the changing seasons	-Draw information from a simple map thinking about animals and their natural habitats in different parts of the world -Recognise some places are special to members of the community -Recognise that people have different beliefs and celebrate times in different ways -Recognise some similarities and differences between life in this country and life in other countries	-Thinking about how the seaside has changed over time -Finding out how to stay safe in the sun and on the beach -Planting seeds and observing how they grow -Life cycles of animals and plants -Consider the influence of human activity on the environment and living things -Describe what they can see, hear and feel whilst outside -Recognise some environments that are

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		<ul style="list-style-type: none"><li>-Explore the natural world around them</li><li>-Begin to understand the changing seasons</li></ul>	<ul style="list-style-type: none"><li>different to the one in which they live</li><li>-Understand the effects of changing seasons on the natural world around them</li></ul>
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