Mulbarton Primary School
EYFS Long Term Overview

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title: Other possible themes/ lines of enquiry	Mulbarton and Me Family Friends Autumn People who help us	Happily Ever After Autumn Harvest and Bonfire Night Remembrance Day Christmas story	Through the Seasons Seasonal change Woodland animals (hibernation) Winter Chinese New Year	Our Wonderful World Pancake Day Easter	Sandy Shores Spring – Seasonal changes	Roots, Shoots & Muddy Boots Planting/Gardening Summer – Seasonal changes Transition
Linked Books	Once there were Giants Lost and Found Hello friend (friendship anxieties) Families, Families, Families People Who Help Us Colour Monster goes to school Would you rather? You Choose	Jack and the Beanstalk Cinderella Goldilocks and the Three Bears The Three Billy Goats Gruff The Three Little Pigs The Leopard's Drum (African traditional tale) No Dinner (Indian traditional tale) The Gigantic Turnip (harvest)	Leaf Man The Busy Little Squirrel Squirrels Busy Day Peace at Last Owl Babies Bedtime for Monsters Emily Brown and the Thing (scared of the dark / sleep) Night Monkey, Day Monkey	Our World: A first book of Geography All are Welcome Under the same Sky Clean up Someone Swallowed Stanley Augustus and his Smile Fatou, Fetch the Water Little Red and the Very Hungry Lion	Splash, Anna Hibiscus (dual heritage) Lucy and Tom at the Seaside Herman the Hermit Crab One is a Snail, Ten is a Crab Welcome to the Rock Pool Exploring Rock Pools Clem and Crab Sally and the Limpet Somebody Swallowed Stanley Commotion in the Ocean	Errol's Garden My Butterfly Bouquet Jump and Shout Errol's Garden (environmental) The Very Hungry Caterpillar Poems about Seasons Ruby's Worry
Memorable experience Events	Our school community walk around school grounds Pre-school leaders tea party	Music & Movement – Fairytale Dream workshop Christmas craft morning	Woodland / Mulbarton Common visit – Wellie Walk Chinese New Year week	Aeroplane to different countries and linked activities - WOW day	Parent – Writing Club showcase - Tiddler	Wroxham Barns – Food and Farming
Communication and Language	Understand how to listen carefully and why listening is important. Make comments, talk to peers and adults in the class. Engage in story times. Follow simple instructions.	Listening attentively. Listen to stories and respond to what they hear Ask questions to find out more and to check they understand what has been said to them. Ask questions to clarify. Develop social phrases Engage in story times – joining in with repeated refrains and actions. Listen to and talk about stories to build familiarity and understanding.	Make comments about what they hear and ask questions to clarify their understanding. Describe events in some detail. Answer how and why questions (woodland animal books, sorting autumnal objects) Hold conversation with back-and-forth exchanges Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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. Ask questions about the World.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use full sentences, including use of past, present and future tenses and making use of conjunctions.	Skills and Trac
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.			Use new vocabulary in different contexts	
Personal, Social and Emotional Development (LfL)	Build positive relationships with adults and peers. Seek an adult to help when conflict arises See themselves as a valuable individual - similarities and differences (friends). Express their feelings – recognising when happy and sad Know right from wrong – understand rules and routines. Play cooperatively. Take turns and share (games). Manage own needs – dressing and personal care (toileting, handwashing) **Zones of Regulation:** Concept 1: Regulation. Geared Activity: Regulation Match Concept 2: The Zones. Geared Activity: Animal Movers Concept 3: All the zones are OK. Geared Activity: Situation Sort Concept 4: My Signals, My Zones. Geared Activity: Me and My Zones Booklet **RSHE (Kapow)** – Building relationships: Special people, Self-regulation: My feelings.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Understanding of feelings of others (through stories) Personal hygiene and basic needs. Oral hygiene. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Listen to others' point of view. Take steps to resolve conflicts with others. Develop friendships with other children. **Zones of Regulation:** Concept 5: Zones Check in. Geared Activity: Floating through the Zones Concept 6: Situations that trigger/spark. Geared Activity: Sorting triggers and sparks Concept 7: What is a regulation tool? Geared Activity: Types of Tools **RSHE (Kapow)** – Managing self: taking on challenges, Self-regulation: listening and following instructions		Think about the perspectives of others. Understand that own actions can affect others. Manage their own needs and regulate behaviour in responsive, having a bank of strategies to draw on. Explain the reason for rules. Proactive is seeking adult support when needed. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Road safety, basic first aid, PANTs rule. **Zones of Regulation:** Concept 8: Building my Zones Toolbox. Geared Activity: Tool Talk Concept 9: Deciding to Regulate. Geared Activity: Goals Memory Game Concept 10:The Zones Pathway. Geared Activity: Moving through the Zones. **RSHE (Kapow)** – Managing self: My wellbeing, Building relationships: My family and friends	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					

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Physical Development	Get Set 4 PE – Introduction to PE: Unit 1 Moving safely within a space, stopping with control, use equipment safely, different travelling actions following a path, working co-operatively, working with a partner. Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop drawing accuracy (mark making) using a dominant hand	Get Set 4 PE – Fundamentals: Unit 1 Develop balancing, develop running and stopping, changing direction, jumping and landing, hopping, different ways to travel. Control and co-ordination in movements Negotiate space and obstacles safely (outdoor area) Handle and use tools. Explore a range of tools and equipment to perform practical tasks safely, for example, cutting. Successfully use tripod grip	Get Set 4 PE – Gymnastics: Unit 1 Body shapes, shapes whilst on apparatus, balancing and taking weight on different body parts, jumping and landing safely, rocking and rolling, developing short sequences. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, etc.	Get Set 4 PE – Dance: Unit 1 Counts of 8, different body parts and how they move, remember and repeat actions, express and communicate ideas through movement exploring direction and levels, copy and repeat actions with confidence and imagination, move with control and coordination by linking movements.	Get Set 4 PE – Ball Skills: Unit 1 rolling a ball, stopping a ball, throwing to a target, bouncing catching, dribbling and kicking. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Get Set 4 PE – Games Unit 1 Running and stopping, throwing and keeping score, roles within a game, follow instructions and move safely in tagging games, take turns, team games. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	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. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Literacy	Write their name. Begin to form letters correctly. Read individual letters for Phase 2 by saying the sounds for them. (GPC) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write individual letters (graphemes) for Phase 2 sounds (phonemes) Write simple CVC words using Phase 2 sounds **Story map – initial sounds** **Plan to trap a wold – cvc words**		Form lower case letters correctly. Read all Phase 2 tricky words Read some digraphs each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known grapheme–phoneme correspondences and, where necessary, a few tricky words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words using known GPCs. Write simple phrases / sentences using words made up of Phase 2 / 3 sounds. Begin to use finger spaces. Retell stories and narratives using their own words and recently introduced vocabulary. **Write a Seasons book – labels and captions** **Re-write story – phrases**		Form lower-case and capital letters correctly. Read all Phase 3 tricky words Read books containing Phase 2, 3 and 4 sounds with increased fluency Spell words using known GPSs and tricky words. Write sentences with words using known letter-sound correspondences using a capital letter, finger spaces and some use of full stops. Re-read what they have written to check that it makes sense. Write short narratives. Use finger spaces. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **Re-write the story - sentences**	
Pathways to Write	**Text: We're Going To Find The Monster**	**Text: The Three Little Pigs**	**Text: A Walk in the Woods**	**Text: Sunny and the Birds**	**Text: The Whale Who Wanted More**	**Text: Supertato**
Phonics	**Phase 2** s, a, t, i, p, n, m, d, g, c, k	**Phase 2** ck, e, u, r, h, b, f, ff, l, ll, ss, Tricky words: I, the, go, to, no, into	**Phase 3** j, v, w, x, y, z, zz, qu, Tricky words: he, she, we, me, be, was, my, you, her, they, all, are	**Phase 3** ch, sh, th, ng, ai, ee, igh, oa, long/short oo	**Phase 3** ar, or, ur, ow, oi, ,ear, air, ure, er Tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what	**Phase 4 / begin 5** wh, ph, ai (ay & a_e), ay (a), ee (e_e, ea, ie)
Handwriting	**Pre writing patterns**: (circles, spirals, lines, diagonals, jellies, zig-zags, loops and waves) Sit correctly and hold a pencil using tripod grip	**Letter families:** Down like a rain drop family: i, l, t Over the hill family: a, d, c, o, s Bridge and bowl family: m, n p	**Letter families:** Down like a rain drop family: u, j, y Over the hill family: f, e, g, q Bridge and bowl family: b, h, r, k Zig-zag family: v, w, x, z	**Letter pairs:** Down like a rain drop family: il, ti, lt, ly, ji, yu Over the hill family: ad, co, ea, fs, ge, aq	**Letter pairs:** Bridge and bowl family: br, pr, mp, nk, mn, hr Zig-zag family: ex, zo, iv, aw, ev, xy	**Words including letters:** Down like a rain drop family: lit, till, tilt, jilt, jut, lily Over the hill family: day, yes, quad, case, fog, code Bridge and bowl family: ham, men, pink, rub, burn, ramp Zig-zag family: zip, buzz, box, vex, view, xray
Guided Reading	Objectives: Sound-out and blend words (containing phase 2 sounds), talk about pictures.	Objectives: Sound-out and blend words (containing phase 2 sounds), check understanding of story.	Objectives: read sentences (containing phase 3 sounds), check understanding of story.	Objectives: read sentences (containing phase 3 sounds), check understanding of story.	Objectives: read sentences (containing phase 3 sounds), check understanding of story.	Objectives: read sentences (containing phase 4/5 sounds), check understanding of story.

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Mathematics	Matching. Sorting & Comparing Measure: size, mass, capacity Patterns and repeating patterns	Numbers 1, 2, 3 Circle and Triangles Numbers 1, 2, 3, 4, 5 Shapes with 4 sides One more / one less	Numbers 5, 6, 7, 8, Subitising to 5 Doubles to 8 Mass, balancing and Capacity Length, Height, Time Combining two groups	Numbers 9, 10 Bonds to 10 Odd / Even Doubles to 10 Numbers beyond 10	3d shape Pattern 2 Shape: match, rotate, manipulate Adding (addition)	Taking away (subtraction) Sharing and grouping Patterns and maps
Understanding the World (History, Geography, Science)	**Past & Present** Talk about Lives of people around them and their role in society (people who help us).	**Past & Present** Understand the past through settings, characters and events encountered in books (traditional tales and castles). Examine and talk about objects from the past. Consider similarities between aspects of their life and life in the past (old artefacts) **Kapow – Peek into the Past** Comment on images of familiar situations in the past, sorting pictures, spot the difference **Kapow - Remembrance lesson –** What does it mean to remember?				**Past & Present** **Kapow – Adventures through Time** Learning about our family tree, our own achievements, Kings and Queens and Transport. Compare and contract people from the past and now, by looking at photographs, listening to their stories and learning about their achievements.
	People, Culture & Communities Name and describe people who are familiar to them. Talk about members of their immediate family and community. Family customs and routines. Identify staff and their roles. Describe immediate environment. Walk around the school grounds. Shape map of school and journey sticks **RE - Other celebrations:** Yom Kippur (Judaism) **Pathways to Write text:** Black Lives matter	**People, Culture & Communities** **RE – Christianity:** Why is the word God so important to Christians? Why do Christians perform nativity plays at Christmas? **RE - Other celebrations:** Diwali (Hindu)	**People, Culture & Communities** **RE – Other celebrations:** Chinese New Year - differences	**People, Culture & Communities** 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 and globes (UK as a multi-ethnic society, children around the world - videos) Life for children around the World Animals of the World **Kapow – Around the World** Recognise environments are different from the one we live in, compare environments in different countries **RE – Christianity:** Who do Christians put a cross in an Easter Garden? **RE - Other celebrations:** Ramadam (Islam) **Pathways to Write text** – moved from a different country		**People, Culture & Communities**

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	The Natural World Explore the natural world around them using their senses to describe. Find out information from **secondary sources** (visitors) **Sort and classify** people based on their characteristics. **Science TAPs –** Scavenger sort (doing) – part of maths	**The Natural World** Explore materials in a sensory way. Know properties of some materials and suggest some purposes (houses of the 3 Little Pigs) Sort and group materials (soft and not soft) and talk about similarities and differences. Make objects from materials.	**The Natural World** Talk about the 4 seasons and different weather. Find out information from **secondary sources** (non-fiction books, videos) **Observe over time** - seasonal changes, food experiment, ice melting Explore and observe the natural world (nocturnal animals, hibernation Habitats (woodland) **Sort and classify** animals by their habitat. Observations of animals – Who lives in the woods? Wild animals. Changes (food left out experiment) **Kapow – outdoor adventures** Explore natural world, use senses, understand the effect of seasons **Sustainability lesson –** How can we welcome animals on the school grounds? **Science TAPs** – Brown Apples experiment (prediction) – food left out experiment	**The Natural World** Animals around the world, including habitats. How environments vary from one another **Sort and classify** animals by their habitat. Explore Africa – climate, culture, animals	**The Natural World** Observations of animals – sea animals. Habitats – under the sea Find out information from **secondary sources** **Kapow – Exploring Maps (pirates)** Look at features on a map, building models of familiar places, make own map. Fieldwork: map of woodland area	**The Natural World** **Observe over time -** Explore the natural world around them. Make observations and drawings (plants and animals) Understand growth – planting seeds Name main features of plants / trees. Changes in the natural world (butterfly life cycle) Animal habitats - minibeasts Observations of animals – similarities and differences, common features
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. TAPs lessons are part of general provision and fit with current learning.					
Expressive Arts and Design (Art, DT, Music)	**Music Express** – 'Who Shall I Be' unit: *Let's Find Treasure* story, *Being Someone New* song (find the beat by clapping, stamping of instruments), *Dressing Up song* (singing and dressing up), role play characters (change voices and facial expressions), islands (movement to music - jump from island to island) Develop storylines in their pretend play. Begin to recount familiar stories Use of tools (mark making tools) Nursery Rhymes – singing with familiar songs **Art -** Drawing – family portraits **Access Art – How can we explore colour – Collaging with wax crayon rubbings** Dexterity, mark-making, nurturing curiosity about their environment	**DT - Structures** – building castles using a range of materials Share their creations, explaining the process they have used (royal workshop) Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills. Learn about the artist Kandinsky and create own shape pictures (linked to maths) Retelling traditional tales through role play and small world play. Perform songs and rhymes based on traditional tales.	**Music Express** – 'When Snowflakes Fall' unit: **DT - Food** – rainbow salad Explore familiar food products, think about variety of food needed for a healthy diet, work safely and hygienically, cutting, chopping and peeling. Safely use a variety of tools Imaginative, creative and sensory play Experiment with colour (light and dark) Use small tools including paint brushes Explore making props to support story retelling.	**Access Art – How can we explore marks and materials? Savanah art pathway** Mono-printing, painting, collage, drawing, working at scale Explore and create with a wide range of materials Listen to a variety of music and sounds	**Music Express** – 'Under the Sea' unit: Draw or paint from observation or imagination (landscapes) Creative and sensory play (clay prints, pebbles stacks) Sing well known songs and nursery rhymes (she sells seashells, I do like to be beside the season, a sailor went to sea) **Access Art – World in a Matchbox** Joining skills, using a range of materials, talking about their processes (show and tell)	**Music Express** – 'Our Growing World' unit: *Growing up* (singing in an echo), *Sunflower Seeds* song (singing and shaker), sunflower and ladybird (noughts & crosses) Listen attentively, move to and talk about music, expressing their feelings. Watch and talk about dance and performance art, expressing their feelings and responses **Access Art – What Can We See? - Still life compositions -** Explore artwork by great artists (Cezanne and Van Gogh Sunflowers). Compose a still life image, photograph on an iPad, experiment with colour, use small tools including paint brushes. **Art Day** **Access Art – How can we explore 3D materials? – Veg heads** Modelling, fine motor, imagination and narrative
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					