



# Inmans Primary School

## EYFS Long Term Overview – Early Adopter Framework

<b>Area of Learning</b>	<b>Autumn 1</b> <b>Ourselves – How are we the same or different?</b>	<b>Autumn 2</b> <b>How do we celebrate different events?</b>	<b>Spring 1</b> <b>What are the differences between cold and hot countries?</b>	<b>Spring 2</b> <b>What are the differences between cold and hot countries?</b>	<b>Summer 1</b> <b>Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?</b>	<b>Summer 2</b> <b>Growing – What is growing all around us?</b>
<b>Possible Themes/Interests/Lines of Enquiry</b>	Family Hobbies Similarities and differences Autumn Funny Bones Starting School Interactive Big Book Autumn-stories/poems We're going on a leaf hunt/Stick Man	Halloween Bonfire Night Remembrance Day Birthdays Growing Diwali Christingle Christmas Father Christmas story Christmas around the world	Cold countries- animals Winter Arctic Lost and Found Snow Bears/Penguins Polar Bears Chinese New Year Polar Bear facts Picture Atlas Penguin small-Mick Inkpen Polar Bear, Polar Bear what do you hear? Eric Carle Igloos and Inuit life	Hot countries - animals Summer holidays (past and present) Handa's Surprise Rumble in the jungle Monkey Puzzle Hot places Rockpools Mermaids Pancake Day Easter	The Three Little Pigs-houses – today and in the past- Castles Cinderella -Transport from the past-horses, carriages- compare The Princess and the Pea - castles Dinosaurs	Life cycles – Frog/butterfly/plant Growing up – generations - christening Planting/Gardening/Spring Insects-rabbits Jack and the Beanstalk The Enormous Turnip
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important.  Engage in story times.  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.  Develop social phrases.  Engage in story times.  Learn new vocabulary  Use new vocabulary through the day	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. Listen carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems, and songs.	Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Listen carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems, and songs.	Listen to and talk about stories to build familiarity and understanding.  Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Use new vocabulary in different contexts.	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.  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.
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Manage their own basic needs.  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.		Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Work and play cooperatively and take turns with others.  Think about the perspectives of others.  Manage their own needs.  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.	



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	Explain the reasons for rules, know right from wrong and try to behave accordingly.					
	<b>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</b>					
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Progress towards a more fluent style of moving, with developing control and grace.	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Combine different movements with ease and fluency	Negotiate space and obstacles safely, with consideration for themselves and others.
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	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.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Demonstrate strength, balance and co-ordination when playing.
		Use a range of small tools, including scissors, paintbrushes and cutlery.			Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Begin to show accuracy and care when drawing.
	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					
<b>Literacy</b>	Read individual letters by saying the sounds for them.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Form lower-case and capital letters correctly.	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 exception words.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.	Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.	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.
<b>Phonics</b>	<b>Phase 1/2</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 3/4</b>
<b>Mathematics</b>	Matching. Sorting & Comparing  Count objects, actions and sounds with Numbers 1, 2, 3	Compare Numbers 4, 5, 6, 7, 8, 9, 10	Count beyond 10.  Substitute (recognise without counting) up to 5.	Automatically recall number bonds for numbers 0-10.	Verbally count beyond 20 recognising the pattern of the counting system.	Numbers 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20  Halving, doubling, sharing



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	<p>Understand the one more/one less than relationship between consecutive numbers</p> <p>Shape- Talk about and explore 2D and 3D shapes.</p>	<p>Understand the one more/one less than relationship between consecutive numbers</p> <p>Shape- Talk about and explore 2D and 3D shapes.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Automatically recall number bonds for numbers 0-5.</p> <p>Compare length, weight and capacity.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Compare length, weight and capacity.</p> <p>Early doubling</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Double facts.</p> <p>Sharing.</p>	<p>Explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Understanding the World</b></p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Explore the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Explore the natural world around them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand that some places are special to members of their community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside.</p>					
<p><b>Expressive Arts and Design</b></p>	<p>Develop storylines in their pretend play.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p>					



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	<p>Sing a range of well-known nursery rhymes and songs. Explore and engage in music making and dance, performing solo or in groups.</p>
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