Overstone Primary School **Reception (EYFS)** **Long Term Curriculum Overview and Skills**

	Autumn Term 1	Winter Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Topic	*Marvellous Me!*	*Out and about*	*The deep blue and pesky pirates*	*Farm to fork.*	*The porridge thief*	*The Big Clean Up!*
Personal, Social and Emotional Development	**Me and My Relationships**	**Valuing Difference and Anti-bullying week**	**Being My Best Including oral health**	**Growing and Changing**	**Keeping Myself Safe and Protective Behaviours. Including Sun Safety**	**Rights and Responsibilities**
	• I can recognise and be sensitive to the differences of others. • I can name people who help me and describe ways to help others. • I can talk about feelings and what can cause them. • I can tell you which trusted adults I can ask for help. • I can help a friend if they are sad or worried.	• I can celebrate our differences. • I can talk about my family life. • I can listen and be polite to what others tell me about their lives. • I can be kind, caring and helpful to others. • I can show good listening.	• I can keep trying if the way I choose doesn't work. • I can talk about the different types of feelings we have. • I can have a go at something new. • I can make my own healthy food choices. • I can make healthy sleep and exercise choices.	• I can describe the life cycle of an animal. • I can describe how a baby grows to an adult and what they might need. • I can tell you some things about how babies are made. • I can tell you the scientific names for my body parts. • I can tell you the PANTS rule.	• I can tell you what my body needs to stay healthy. • I can make safe decisions around medicines and things I don't know. • I can name some things that can be dangerous inside and outside. • I can tell you what is safe to play online and who to talk to if I feel worried. • I can name the adults who keep me safe and when I might need their help.	• I can help my family. • I can help to clean and tidy my home and classroom. • I can tell you some ways to look after our world. • I can be kind to friends and others. • I can talk about looking after money.
	Managing Online Information Assembly: Online Reputation	**Privacy and Security Assembly: Online Reputation**	**Online Bullying Assembly: SAFER INTERNET DAY**	**Health, Well-Being and Lifestyle Assembly: Copyright and Ownership**	**Self-Image and Identity Assembly: Copyright and Ownership**	**Online Relationships Assembly: Keeping Safe Online during the Holiday**
	• I can talk about how to use the internet as a way of finding information online. • I can identify devices I could use to access information on the internet.	• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can describe who would be trustworthy to share this information with; I can explain why they are trusted. • I can identify ways that I can put information on the internet.	• I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel.	• I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples of these rules.	• I can recognise, online or offline that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. • I know that work I create belongs to me. • I can name my work so that others know it belongs to me.	• I can recognise some ways in which the internet can be used to communicate. • I can give examples of how I (might) use technology to communicate with people I know.
	Barefoot Computing Units – Early Years (Computing at School)					
	Awesome Autumn	**Winter Warmers**	**Boats Ahoy**	**Springtime**	**Summer Fun**	**Busy Bodies**
	EYFS Computational Thinking Skills					
	Concepts:	Logical Reasoning - anticipating and explaining Pattern – grouping things, comparing, spotting, similarities and differences, working out rules Abstraction – naming and labelling, working out what is important and ignoring what is not important, sticking to the main theme Algorithms – responding to instructions, ordering things and sequencing Decomposition – breaking problems down into steps		Approaches:	Tinkering - playing and exploring Creating - making things, checking things and fixing things Collaboration - playing and working cooperatively Persevering - not giving up	
	School Council and Eco Team – 2x representatives (boy and girl)					

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Communication and Language	**Recounts** **Nursery Rhymes** **Marvellous me – focus on families** **Autumn Poem**	**Narratives** **Talk about old photos of our classroom (make comparisons - past)** **Christmas Play/story** **Winter Poem**	**Recounts** **Focus on Chinese New Year** **Sea Creature Poem**	**Virtual meet with Cornish School** **Sea Creatures/Farm Animal facts presentation** **Spring Poem**	**Class Assembly** **Photo of grandparent(s). One fact about something that has changed since Grandparents were a child.** **Retell story of the three bears (change characters)** **Summer and bear Poems**	**Recounts – trips/holidays.** **Personal celebrations** **How have they changed since the start of Reception?** **Environment Poem**
	Key Texts					
	Each Peach Pear Plum **Rosie's Walk** **Owl Babies** **Tree: Seasons come, Seasons go** **Mr Grumpy's Outing** **What Makes Me a Me?** **Elmer (Diversity)**	**The Gingerbread Man** **The Billy Goats Gruff** **Little Red Riding Hood** **Once Upon A Time**	**Commotion in the Ocean** **Ten Little Pirates** **Goodnight Pirate** **Non-Fiction – Sea Creatures**	**Farm to Foodhall** **Farmer Duck** **We're going on an egg hunt by Laura Hughes** **The Tiny Seed** **Once There Were Giants** **Non-Fiction – Farm Animals**	**Goldilocks and the Three Bears** **We're Going on a Bear Hunt** **Brown Bear What Do You See** **Peepo** **Non-Fiction - bears**	**The Big Clean Up! (Environment)** **A Year in Percy's Park** **Usborne Questions and Answers about Recycling and Rubbish** **Scarecrows Wedding** **David Attenborough**
	Ongoing – Show and Tell (speaking and listening) based on photos and videos from home added on Tapestry.					
	• Using sentences of four to six words – "I want to play with cars" or "What's that thing called?" • Using sentences, joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • Using future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions? • Develop pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Describe events in some detail. • Develop social phrases. • Engage in story times. • Understand how to listen carefully and why listening is important. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • 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. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • 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. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					

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Physical Development	- Climbing wall, balance bikes, scooters, Captain Mainwaring, bikes used throughout year.					
	Me and Myself - Fun and Games	**Ball Skills**	**Throwing and Catching**	**Gymnastics (Yr 1 planning)**	**Dance**	**Throwing and Catching Athletics – Sports Day**
	• Ability to dress themselves with support if necessary. • Moves freely and with pleasure and confidence in a range of skilful ways. • Engages in conversation with others. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Moves freely and with pleasure and confidence in a range of skilful ways.	• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • Can play in a group, extending and elaborating play ideas within the group. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Shows increasing control when throwing and catching a large ball. • Travels with confidence and skill in a range of movements when using equipment.	• Showing increased control when catching a ball. • Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. • Can play in a group. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Keeps play going by responding to what others are saying or doing. • I know how to throw overarm, underarm and pull throw towards a target.	I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends. I know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. I know how to combine different ways of travelling exploring a range of movements and shapes. I know how to perform movement phrases using a range of different body parts/actions. I know how to perform fundamental movement skills on the floor and apparatus. I know how to, moving safely using changes of speed, level, and direction. I know how to form simple sequences of different actions, using the floor and a variety of apparatus.	• Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music. • Watch and talk about dance and performance art, expressing their feelings and responses. • Improve agility. • Improve balance, strength and coordination. • Work individually and cooperatively to perform a range of techniques. • Apply skills learnt throughout the unit in a range of activities.	• Showing increased control when catching a ball. • Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. • I know there is a difference in technique between sprinting and running over long distance. • I know there is control and coordination needed when running. • I know how to apply basic athletic skills and techniques to a variety of activities. • I know how to practice different jumping techniques, showing control, coordination and consistency throughout. • I know how to run, jump, balance, hop, leap and skip.
	• 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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 and gymnastics. • Combine different movements with ease and fluency. • 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. 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.					
	Handwriting – Kinetic letters and fine motor activities. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.					

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<table>
<tr><td></td><td>Autumn Term 1</td><td>Winter Term 2</td><td>Spring Term 3</td><td>Spring Term 4</td><td>Summer Term 5</td><td>Summer Term 6</td></tr>
<tr><td>Topic</td><td>Marvellous Me!</td><td>Out and about</td><td>The deep blue and pesky pirates</td><td>Farm to fork.</td><td>The porridge thief</td><td>The Big Clean Up!</td></tr>
<tr><td rowspan="6">Literacy</td><td colspan="6">Text structures covered within each topic throughout the academic year: Narrative: Traditional Tales, Recount, Explanation, Poetry, Non Chronological Reports and Instructions. Including Nursery Rhymes.</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>Say it and Read it, Set 1 sounds.
Write it, Kinetic Letters.</td><td colspan="5">Phonics Sessions - Read Write Inc. Including writing sentences.
Groups revised every term.</td></tr>
<tr><td colspan="6">• Read individual letters by saying the sounds for them.
• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
• 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.
• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</td></tr>
<tr><td colspan="6">Writing for different purposes linked to topic.</td></tr>
<tr><td>Labelling pictures and models.
Writing their name.
Emergent writing.</td><td>Lists.
Labelling pictures and models.
Emergent writing.</td><td>Facts about sea creatures.
Wanted posters – pirate.
Message in a bottle - pirate.
Postcards to Cornwall.
Facts about Cornwall – flag.
Facts about sea creatures.</td><td>Facts about farm animals.
Label a duck and facts.
Instructions – planting a seed.
Life Cycle of a sunflower.</td><td>Instructions – make porridge.
Labelling a bear.
Bear facts.
Letter to the three bears.</td><td>Child voice – reports.
Clean up posters.
All about me books – transition.
Independent writing focus.</td></tr>
<tr><td colspan="6">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.
• 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.</td></tr>
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Mathematics	**Recognise and order to 10 Counting accurately Match and Sort Representing, comparing and composing numbers to 5 in different ways Subitise. Match quantity to corresponding numeral 1 more and 1 less**		**Introducing Zero Comparing and composing numbers, more/less/same Composition of numbers to 8 in different ways Hidden amounts/estimations Making pairs and odds and evens**	**Composition and comparing numbers to 10 in different ways Combining 2 groups Ordering and comparing 3 quantities More/less/same Number pairs/bonds to 10**	**Building numbers beyond 10 Counting patterns beyond 10 Adding more and taking away Doubles**	**Sharing and grouping Even and odd Deepening Understanding Patterns and relationships Consolidation**
	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Subitise. • Understand the 'one more than/one less than' relationship between consecutive numbers.		• Practical understanding of 'nothing there' or 'all gone'. • Compare quantities using language: 'more than', 'fewer than'. • Explore the composition of numbers 6 to 8. • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Subitise. • Begin to understand a pair is 2.	• Compare numbers. • Explore the composition of numbers 9 to 10. • Compare quantities using language: 'more than', 'fewer than'. • Automatically recall number bonds for numbers 0-5 and some to 10.	• Count beyond ten. • Build and identify numbers to 20 using a range of resources. • The quantity of a group can be changed by adding more. • The quantity of a group can be changed by taking items away. • Double means 'twice as many'.	• Shared equally means that everyone has the same. • Some quantities will share equally into 2 groups and some won't. Some quantities can be grouped into pairs and some will have one left over. • Consolidate key skills: subitising, counting on and back within 10, counting accurately, sorting, matching and comparing and ordering.
	Compare size, mass and capacity Night and Day (time) Exploring repeating patterns Positional Language		**Compare mass and capacity Length and Height Time 3D Shapes and Complex Patterns**		**Compare size, mass and capacity Exploring pattern 2D Shapes and combining shapes Spatial Reasoning**	
	• Compare size, weight and capacity. • Understand position through words alone • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and identify the patterns around them. • Continue, copy and create repeating patterns.		• Compare weight and capacity. • Use mathematical language to describe length and height, making direct comparisons. • Order and sequence important times in their day using time language such as now, before, later, soon, after, then and next. • Begin to measure time in simple ways. • Explore and manipulate 3D shapes through block play and modelling, using names and exploring similarities and differences.		• Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Select, rotate and manipulate shapes to develop spatial reasoning skills.	

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Understanding the World	**Education Life Bus** **Hygiene Talk** **Harvest – healthy food** **Self-Portraits on the computer** **Owl Facts**	**What Overstone school used to look like?** **My family, when I grow up** **Journey to school – maps (Codepillars/Bee Bots)** **Winter: Ice (Changing materials)**	**Making Scones (Compare/changes)** **Overstone/Cornwall (similarities and differences)** **Victorian beaches (Past)** **Floating and sinking – make a boat** **Treasure maps (Codepillars/Bee Bots)**	**Healthy Eating** **Planting Sunflowers – (growth and change) Life cycle, label and what a plant needs to grow** **Life Cycle of a duck**	**Making Porridge (Compare/changes) – instructions** **Story Maps** **Drawing on the computer** **Bear Facts and label a bear**	**How we can look after our environment in our local area.** **Inspirational character – David Attenborough** **Human Life Cycle – (growth and change)**
	• Make healthy choices about food, drink, activity and tooth brushing. • Know and talk about the different factors that support their overall health and wellbeing: - healthy eating – tooth brushing - having a good sleep routine. • Explore the natural world around them, making observations and drawing pictures of animals.	• Draw information from a simple map. • Draw simple maps of familiar places • Describe their immediate environment from observation and maps. • Explore how things work. • Explore collections of materials with similar and/or different properties.	• Recognise some environments that are different to the one in which they live. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Explore how things work. • Explore the natural world around them, making observations and drawing pictures of animals.	• Make healthy choices about food, drink, activity and tooth brushing. • Explore the natural world around them, making observations and drawing pictures of animals and plants.	• Explore collections of materials with similar and/or different properties. • Draw information from a simple map. • Draw simple maps of familiar places. • Explore the natural world around them, making observations and drawing pictures of animals.	• Explore the natural world around them. •

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Understanding the World	**Plymouth Science**					
	All About Me	**Traditional Fairy Tales**	**Under the Sea**	**British Science Week Plus Growing Keeping Healthy**	**Celebrations**	**People who help us**
	• I can explore the world around me, making observations of colour. • I can participate in discussions and offer my own ideas using scientific words. • I understand some important processes and changes in the world, including colour and how they change by mixing. • Work and play cooperatively and take turns with others. • Know similarities and differences between the natural world around them. • Explore the world around them, making observations and drawing pictures of themselves and others.	• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.	• Explore and make observations of the natural world around them, making observations and drawing pictures of animals and plants. • Identify animal habitats. • Group fish based on my observations • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Understand why things float or sink. • 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 important changes and processes in the natural world. • Explore the natural world around me. • I can use my observations and skills to make a model. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• Explore the world around me, making observations of colour. • Participate in discussions and offer my own ideas using scientific words. • Understand some important processes and changes in the world, including colour and how they change by mixing.	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Talk about the lives of the people around them and their roles in society.
	Seasons are covered throughout the year • Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials.					
	Ourselves, Our Families and Our Communities: Where do we belong? What special do we celebrate? Church visit – Christmas Story/nativity		**Special books: What can we learn from stories from different religions? Where do we belong? What makes us special? Chinese New Year. Easter.**		**Celebrations and Special Times – (add a photo on Tapestry and discuss in class) What is special about our world? Wedding week.**	
	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Say why their family are important to them. • Understand that some places are special to members of their community.		• Talk about a religious story. • Talk about a religious symbol e.g. a star at Christmas. • Recognise some similarities and differences between life in this country and life in other countries.		• Talk about some belonging ceremonies e.g. a baptism in Christianity. • Talk about how they feel when they are happy or sad. • Recognise that people have different beliefs and celebrate special times in different ways.	
Trip / Visitors	**Role Play City** **Life Bus SCARf visit** **Visit from Post Man**	**Autumn Walk** **Church Visit – role of the vicar** **Pantomime**	**Winter Walk** **Fire Fighter Visit – Fire Safety** **Boogie Beats**	**Spring Walk** **Trip to the farm** **Boogie Beats**	**Police visit** **Boogie Beats**	**Boogie Beats**
	• Show interest in different occupations. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.					

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Role Play	**Post Office**	**Church – Reverend**	**Under the sea**	**Farm Shop**	**Three Bears Cottage**	**The Beach**
	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Develop storylines in their pretend play.					
Music Charanga	**Chant to animals** **In addition, Harvest song**	**Creative Moves** **In addition, Christmas songs**	**Lilting Lullaby**	**Numbertime** **In addition, songs about the natural world**	**Wellbeing Matters**	**Rhythm Adventure**
	• Sing a large repertoire of songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen with increased attention to sounds. Explore and engage in music making and dance, performing solo or in groups.					
Expressive Arts and Design	**Self-Portraits (Drawing)** **Diversity – Elmer (Collage)** **Autumn Leaves (Printing)** **Junk Modelling** **Playdough – Fine Motor** **Kapow – Structures (Junk Modelling)**	**Fireworks (Drawing)** **Remembrance Sunday Poppies/Past (Collage)** **Churches - Matisse, stain glass windows (Collage)** **Winter and Christmas crafts (Painting)** **Christmas Crafts** **Kapow – Drawing (Marvellous Marks)**	**Sea Creature project (Sculpture/Collage)** **Jellyfish (Sculpture)** **Junk Model Boats (Structures)** **Chinese New Year crafts (Collage and Structures)** **Seagulls – 3D Craft** **Kapow – Structures (Boats)**	**Farm Animals (Collage)** **Van Gogh Sunflowers (Painting)** **Colour Mixing - Kandinsky (Printing)** **Vegetable Printing (Printing)** **Mother's Day cards** **Kapow - (Painting and Mixed Media)**	**Junk model chairs (Structures)** **Split Pin Bears (Mechanisms)** **Props for Role Play Cottages (Painting)** **Story Maps (Drawing)** **Kapow – Textiles Bookmarks**	**Design their own rubbish collector (Structures)** **Beach scene (Drawing)** **Paper Plate crabs and boats (Collage)** **3D flowers (Collage)** **Artists promoting the environment** **Father's Day cards** **Kapow - Sculptures and 3D: Creation Station**
	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Explore colour and colour-mixing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.					