

DEYKIN AVENUE JI SCHOOL - EYFS LONG TERM OVERVIEW

FOCUS FOR TERM

ONGOING LEARNING FOCUS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	ALL ABOUT ME AND AUTUMN My family Titch Marvelous Me Seasons - Autumn RWI S 1. The Ugly Duckling RWI P 1. Bedtime March-Past	CELEBRATIONS, AUTUMN AND WINTER Autumn – Stick Man/Leaf Man Bonfire Night Christmas/Christmas Story EID Diwali Hanukah RWI S 2. Goldilocks and the Three Bears RWI P 2. Cake-O-Saurus	TRADITIONAL TALES Chinese New Year Cinderella, 3 Little Pigs, The Gingerbread Man etc. Holi RWI S 3. The Enormous Turnip RWI P 3. Where am I?	EMERGENCY SERVICES/JOBs AND WHERE WE LIVE Shrove Tuesday, Easter, Lent, police, firefighters, nurses, doctors, teachers, ambulance etc. Planting/Gardening/Spring Walk around the local area. Visits from nurse, police, dentist, firefighter RWI S 4. Little Red Riding Hood RWI P 4. The Tiger	GROWING AND MINI BEASTS Life Cycles –Frogs/butterflies/plants etc. Local Area Planting/Gardening Caterpillars in class What the Ladybird Heard The Very Hungry Caterpillar Super Worm! Arghh! Spider RWI S 5. The King Who Wanted to Touch the Moon. RWI P 5. Oh, Oh, the Story Man	JOURNEYS AND TRANSPORT Holidays (past and present) Hot places, rock pools, Vehicles – past and present Snail and the Whale We're Going on a Bear Hunt RWI S 6. Little Bear RWI P 6. Zanzibar
Communication and Language (Listening and attention, understanding and speaking)	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases e.g. 'Good morning, how are you ?' Engage in story times. Share their ideas in well-formed sentences.	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.	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 to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
On Going Learning Focus	Learn new vocabulary. Use new vocabulary throughout 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.	
NB: Statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
Practitioners	Practitioners will: <ul style="list-style-type: none"> ❖ Have quality conversations with the children, echoing back what the children say with new vocabulary added; ❖ Provide a language-rich environment; ❖ Ask questions to find out more and to check children understand what has been said to them; ❖ Build children's language effectively; ❖ Read frequently to children, engaging them actively in stories, non-fiction, rhymes and poems; ❖ Provide children with extensive opportunities to use and embed new words in a range of contexts. 					
ELG: Listening, Attention and Understanding	Children at the expected level of development will: <ul style="list-style-type: none"> ❖ 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 conversations when engaged in back-and-forth exchanges with their teachers and peers. 					
ELG: Speaking	Children at the expected level of development will: <ul style="list-style-type: none"> ❖ 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 conjunctions, with modelling and support from their teacher. 					

Area of Learning	Autumn 1 & Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Work and play cooperatively and take turns with others. Give focused attention to what the teacher says</p> <p>Self-regulation Managing self Building relationships</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be confident to try new activities.</p> <p>Manage own basic hygiene and personal needs.</p> <p>Self – regulation Managing self Building relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs</p> <p>Self- regulation Managing self Building relationships</p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs</p> <p>Self- regulation</p>	<p>Show sensitivity to their own and to others' needs</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>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>Self- regulation Managing self Building relationships</p>
<p>NB: Statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>					
Practitioners	<p>Practitioners will:</p> <ul style="list-style-type: none"> ❖ Provide children with strong, warm and supportive relationships; ❖ Enable children to learn how to understand their own feelings and those of others; ❖ Support children to manage their emotions; ❖ Provide guidance and where appropriate modelling of how to look after their bodies; ❖ Support interaction with other children. 				
ELG; Self -Regulation	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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. 				
ELG: Managing Self	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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. 				
ELG: Building Relationships	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ Work and play cooperatively and take turns with others; ❖ Form positive attachments to adults and friendships with peers; ❖ Show sensitivity to their own and to others' needs. 				

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors, paintbrushes, knives, forks and spoons. Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills- holding pencil correctly, using scissors, paintbrushes, knives, forks and spoons. Gross Motor Skills Fine Motor Skills	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. Develop fine motor skills Gross Motor Skills Fine Motor Skills	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, Healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Gross Motor Skills Fine Motor Skills	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Gross Motor Skills Fine Motor skills	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gross Motor Skills Fine Motor Skills
Practitioners	Practitioners will: <ul style="list-style-type: none"> ❖ Support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility; ❖ Provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts; ❖ Give support and provide feedback; ❖ Model precise vocabulary to describe movement and direction and encourage children to use it; ❖ Provide a range of equipment to develop children's fine and gross motor skills; ❖ Provide opportunities for play both indoors and outdoors. 					
ELG: Gross Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> ❖ Negotiate space and obstacles safely, with consideration for themselves and others; ❖ Demonstrate strength, balance and co-ordination when playing; ❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					
ELG: Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> ❖ 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. 					
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (comprehension, word reading, writing)	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 (h-a-t hat, sh-o-p shop) Read the sounds speedily.	Read some letter groups that each represent one sound and say sounds for them (th 'sh' 'ch' 'ee' 'or' 'ign'). Read words containing familiar letter groups: 'that', 'shop', 'chin' etc. Read a few common exception words matched to the school's phonic programme (RWI). Form lower-case and capital letters correctly.	Read simple phrases and sentences made up of words with letter-sound correspondences and, where necessary, a few exception words (books consistent with their developing phonic knowledge). Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Write simple sentences and phrases.	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.
Phonics -RWI	Set 1 Sounds Group A, Set 1 Sounds Group B, Set 1 Sounds Group C, Ditty 1-10		Set 1 Sounds Group A, Set 1 Sounds Group B, Set 1 Sounds Group C, Ditty 1-10, Red books		Set 1 Sounds Group A, Set 1 Sounds Group B, Set 1 Sounds Group C, Ditty 1-10, Red books, green books, purple books	
<i>NB: Statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Practitioners	Practitioners will: <p>Reading</p> <ul style="list-style-type: none"> ❖ Help children to read the sounds speedily; ❖ Show how to say sounds for the letters from left to right and blend them; ❖ Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet' etc. ❖ Listen to children read some longer words made up of letter- correspondences they know; ❖ Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge; ❖ Not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught; ❖ Make available books for the children to share at home and school (decodable). 					

	<p>Writing</p> <ul style="list-style-type: none"> ❖ Teach formation as they learn the sounds for each letter using a memorable phrase; ❖ Support children to form complete sentence before writing; ❖ Help children memorise the sentence before writing by saying aloud; ❖ Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences ❖ Model how you read and re-read your own writing to check it makes sense
ELG: Comprehension	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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.
ELG: Word Reading	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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.
ELG: Writing	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ Write recognisable letters, most of which are correctly formed; ❖ Spell words by identifying sounds in them and representing the sounds with a letter or letters; ❖ Write simple phrases and sentences that can be read by others.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<p>White Rose & Number Blocks Getting to know you Just like me!</p> <p>Matching Sorting & comparing Money Time Shape</p>	<p>White Rose & Number Blocks It's Me 1 2 3! Light & Dark</p> <p>Numbers 0, 1, 2, 3, 4, 5 Money Time Shape Early doubling</p>	<p>White Rose & Number Blocks Alive in 5! Growing 6, 7,8</p> <p>Numbers 5, 6, 7 Money Time Shape Early doubling</p>	<p>White Rose & Number Blocks Building 9 & 10 Consolidation</p> <p>Numbers 7, 8, 9, 10 Halving Doubling Sharing</p>	<p>White Rose & Number Blocks On the Move Superhero to 20 and beyond First then now</p> <p>Numbers 10, 11, 12, 13, 14, 15 Money Time Shape Halving Doubling Sharing</p>	<p>White Rose & Number Blocks First then now Find my pattern Consolidation</p> <p>Numbers 16, 17, 18, 19, 20 Money Time Shape Halving Doubling Sharing</p>

White Rose Maths Suggested Book list. (3 week phases) – see appendix 1

NB: Statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

Practitioners	<p>Practitioners will:</p> <ul style="list-style-type: none"> ❖ Provide frequent and varied opportunities for children to build and apply their understanding (counting, numbers to 10, relationships between them and patterns within those numbers); ❖ Provide rich opportunities for children to develop their spatial awareness, across all areas of maths including shape, space and measures; ❖ Support the children to develop positive attitudes and interests in mathematics; ❖ Encourage children to 'have a go'; ❖ Encourage the children to talk to adults and peers about what they notice and not to be afraid to make mistakes.
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ELG: Number	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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 references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
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ELG: Numerical Patterns	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ Verbally count beyond 20, recognizing 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.
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Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>The Natural World People, Culture, Communities, Past and Present</p>	<p>Recognise that people have different beliefs and celebrate times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World People, Culture, Communities, Past and Present</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>The Natural World People, Culture, Communities, Past and Present</p>	<p>Understand that some places are special to members of their community.</p> <p>The Natural World People, Culture, Communities, Past and Present</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>The Natural World People, Culture, Communities, Past and Present</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture, Communities, Past and Present</p>
On Going Learning Focus	<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</p> <p><i>NB: Statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i></p>					
Practitioners	<p>Practitioners will:</p> <ul style="list-style-type: none"> ❖ Provide the children with a range of experiences that increase their knowledge and sense of the world around them e.g. visiting parks, museums, libraries etc.; ❖ Arrange for visits from or to important members of society e.g. firefighters, police officers, nurses etc.; ❖ Read a wide range of stories, non-fiction, rhymes and poems to foster their cultural understanding; ❖ Support the children to enrich and widen their vocabulary. 					
ELG: Past and Present	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ Talk about the lives of people around them and their roles in society; ❖ Know 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. 					
ELG: People, Culture and Communities	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; ❖ Know similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class; ❖ 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 					
ELG: The Natural World	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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. 					
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
On Going Learning Focus	<p>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 .</p> <p><i>NB: Statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i></p>					
Practitioners	<p>Practitioners will:</p> <ul style="list-style-type: none"> ❖ Provide children with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials; ❖ Support the children to develop their understanding, self-expression, vocabulary and ability to communicate through the arts; ❖ Provide opportunities for children to work together to develop and realise creative ideas 					
ELG: Creating with Materials	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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. 					
ELG: Being Imaginative and Expressive	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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 peers and their teacher. 					

Appendix 1: White Rose Maths - suggested books to read to children to support their development.

Autumn Term		
<p>Phase 1</p> <p>Where's Mt Teddy/It's The Bear The Bear in the Cave Peace at Last Seaweed Soup Clean Up Everybody Beep Beep Vroom Vroom Dear Zoo The Button Box Duck in the Truck Mr Big Naughty Bus A New House For Mouse Crash Boom The Right Place for Albert</p>	<p>Phase 2</p> <p>123 at the Zoo I'm Number One One Bear at Bedtime The Little Bear and the Wish Number Farm Me on a Map Pink Tiara Cookies for Three Circle/Triangle Mrs Wishy Washy Each Peach Pear Plum Rosie's Walk The Mr Men Stories Three Little Firefighters Round is the Moon Cake</p>	<p>Phase 3</p> <p>Pete the Cat and his 4 Groovy Buttons The Very Hungry Caterpillar Witches Four Kippers Birthday Day Monkey, Night Monkey Stella to Earth! 5 Little Friends Bear in a Square Fox in the Dark Peace at Last Kipper's Monster Square</p>
Spring Term		
<p>Phase 4</p> <p>Zero is the Leaves on the Tree None the Number The Ugly Five A Squash and a Squeeze The Blue Balloon Balancing Act Room on the Broom Who Sank the Boat I Spy Numbers Anno's Counting book A beach for Albert</p>	<p>Phase 5</p> <p>Sid the Silly Only eats Six Dinner Sid Jasper's Beanstalk The Giraffe who got a Knot Kipper's Toybox Tall What the Ladybird Heard Simon's Sock Mr Wolf's Week Anno's Counting Book Pairs! In the Garden Titch Jack and the Beanstalk Jim and the Beanstalk</p>	<p>Phase 6</p> <p>How do Dinosaurs Count to 10? One Gorilla Mouse Count The Napping House Feast for 10 Mr Magnolia Nine Naughty Kittens Cockatoos Ten Black Dots Changes Changes Pattern Bugs Pattern Fish Engines Engines Mouse Shapes Busy Busy Busy</p>
Summer Term		
<p>Phase 7</p> <p>A Dozen Ducklings Lost and Found Jack the Builder 1 is One Which is Round? Which is Bigger? One to 10 and Back Again 10 on a train One Moose, 20 Mice 1 is a Snail, 10 is a Crab The Real Princess 20 Big Trucks in the Middle of the Street Which one Doesn't Belong. Snail Trail A journey Through Modern Art</p>	<p>Phase 8</p> <p>Jack and the Flumflum Tree Grandpa's Quilt Tad My Granny Went to Market Monster Math Rosie's Zoo One Ted Falls Out of Bed Mouse Count Pezzettino Mr Grumpy's Outing Elevator Magic Quack and Count The Shopping Basket</p>	<p>Phase 9</p> <p>This is the story of Alison Hubble Double Dave One Odd Day Double the Ducks The Doorbell Rang Two of Everything Ness the Nurse Pete the Cat and the Missing Cupcakes Bean Thirteen One Hungry Cat The Gingerbread Man Underwater Counting Rosie's Walk What the Ladybird Heard Mr Grumpy's Motor Car</p> <p>Phase 10</p> <p>Mr Grumpy's Outing Billy's Bucket Mr Archimede's Bath Who Sank the Boat How Many Legs If I Built a House Little Red Riding Hood Me on the Map The Secret Path Pattern Bugs and Pattern Fish Once upon a Time Map Book In Every House on Every Street</p>

