

**Paulton Infant School**  
**EYFS Long Term Overview – 2021-2022**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b>	<p><b>Key Texts</b> Harry and the Dinosaurs –starting school Going on a Bear Hunt – reciting, teddies, joining in a story The very helpful hedgehog – apples, tasting something new, hedgehog facts, working together The squirrels who Squabbled – hibernation, squirrel facts, conflict resolution <b>(Autumn walk)</b> Pumpkin Soup – pumpkins, conflict resolution, re-enact story</p> <p><b>Supporting texts</b></p> <p><b>Significant days/themes</b> Harvest Festival Halloween?</p>	<p><b>Key Texts</b> Winnie the Witch – colours, magic, colour mixing Peppa's Diwali – Diwali, celebrations The Colour Monster – colour, feelings Oi Frog - rhyme The Nativity – traditional story <b>(Church visit)</b> An Angel Just like me – celebrate differences, decorating trees</p> <p><b>Supporting texts</b> Stick Man – santa, Christmas</p> <p><b>Significant days/themes</b> Bonfire Night Diwali Christmas Colour, light, celebrations</p>	<p><b>Key Texts</b> Frozen – ice experiments, singing, re-enacting The Winter Bear – observing British winter, winter walks, flora and fauna Once upon a snowstorm – creating a story</p> <p>Whatever next – the moon, imaginative play, Tim Peake Aliens love underpants (Smeds and Smoos, Beegu) Dragons in the city – Lunar New Year, celebrations, comparisons, China, Korea</p> <p><b>Supporting texts</b> (Look Up, Astro Girl)</p> <p><b>Significant days/themes</b> Chinese new year Make a day of it. Friday 12<sup>th</sup> Feb.2021 Tuesday 1<sup>st</sup> Feb 2022 The solar system</p>	<p><b>Key Texts</b> The Great Pet Sale The Bog Baby – spring, ponds, taking care of a made up creature When Spring Comes Tap, Tap the Egg Cracked Going on an egg hunt – connecting 2 known stories, writing own story following formula, counting eggs, lift the flap, baskets, egg hunts, draw map</p> <p><b>Supporting texts</b> (Other books about specific pets Hairy Mcclarey, Pete the Cat, Non-fiction books) The Ugly Duckling? Chicken Licken? Little Red Hen?</p> <p><b>Significant days/themes</b> Pancake Day Tuesday 1<sup>st</sup> March Easter Growing up – generations How to take care of pets, names animals</p>	<p><b>Key Texts</b> Errol's Garden Oliver's vegetables The Hungry Caterpillar What the ladybird heard - Farms When I grow up – aspirations, jobs</p> <p><b>Supporting texts</b> Jasper's Beanstalk</p> <p><b>Significant days/themes</b> Life cycles – Frog/butterfly/plant Farm visit Local Area Healthy living Oral health</p>	<p><b>Key Texts</b> Jack and the Flumflum tree All are welcome here Mommy's Khimar So Much Peepo Dear Teacher</p> <p><b>Supporting texts</b> Anna Hibiscus Hair</p> <p><b>Significant days/themes</b> Eid Other countries and cultures Summer holidays (past and present) How have you changed since you were a baby? Transition to Year 1</p>
<b>Communication and Language</b>	<p>Understand how to listen carefully and why listening is important. Engage in story times.</p> <p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>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.</p>	<p>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.</p> <p>Use new vocabulary in different contexts</p>	<p>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.</p>	<p>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.</p>
<b>Personal, Social and Emotional Development</b>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Introduce Ruby power and Emerald power</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Continue with Emerald power. Introduce Sapphire power.</p>	<p>Think about the perspectives of others. Manage their own needs. Introduce Diamond power.</p>	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>		
<b>Physical Development</b>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>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</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>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. <b>Swimming</b></p>	<p>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.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<b>Literacy</b>	<p>Read individual letters by saying the sounds for them. Begin to form lower case letters</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to write CVC words</p>	<p>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. Begin to write simple sentences</p>	<p>Read and write 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. Begin to use capital letters.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple sentences using phase 2-4 sounds.</p>	<p>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. Read simple sentences with increasing fluency.</p>

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Phonics	Phase 2	Phase 2/3	Phase 3	Phase 3 consolidate	Phase 4	Phase 3/4 consolidate
<p><b>Mathematics</b> (White Rose Maths)</p>	<p><u>Baseline Assessment – Getting to Know You</u></p> <p><u>Phase 1 - Just Like Me</u> Matching and sorting Comparing size, mass and capacity Comparing amounts Exploring Patterns</p>	<p><u>Phase 2 – It's Me 1,2,3!</u> Representing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3 Comparing 1, 2 &amp; 3 Circles and Triangles Positional Language <u>Phase 3 – Light and Dark</u> Representing numbers to 5 Composition of 4 &amp; 5 One more and less Shapes with 4 sides Time <u>Autumn Consolidation</u></p>	<p><u>Phase 4 – Alive in 5!</u> Introducing Zero Comparison to 5 Composition to 5 Comparing mass and capacity <u>Phase 5 – Growing 6,7,8!</u> Representing 6,7,8 Composition of 6,7,8 Making pairs Combining groups Length &amp; Height Time</p>	<p><u>Phase 6 – Building 9 &amp; 10</u> Representing 9 &amp; 10 Composition of 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3D Shapes Pattern <u>Spring Consolidation</u> Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering</p>	<p><u>Phase 7 – To 20 and Beyond</u> Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning <u>Phase 8 – First, Then, Now</u> Adding more Taking away Spatial Reasoning</p>	<p><u>Phase 9 – Find My Pattern</u> Doubling Sharing and Grouping Even &amp; Odd Spatial Reasoning <u>Phase 10 – On the Move</u> Deepening Understanding Patterns and Relationships Spatial Reasoning</p>
<p>Understand the effect of changing seasons on the natural world around them * Describe what they see, hear, and feel whilst outside. * Explore the natural world around them (particularly at Forest School)</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Autumn Harvest</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Diwali, Christmas) Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. (Church visit). Compare and contrast characters from stories, including figures from the past. (Nativity)</p>	<p>Recognise some environments that are different to the one in which they live.  Recognise that people have different beliefs and celebrate special times in different ways. (Chinese New Year)  Compare and contrast characters from stories, including figures from the past. (Astrogirl)</p>	<p>Understand that some places are special to members of their community.  Explore the natural world around them (pets, pondlife, spring)</p>	<p>Draw information from a simple map.  Explore the natural world around them (focus on growing)</p>	<p>Comment on images of familiar situations in the past. (Clothes, families, houses) Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. (Focus on Islam and Eid). Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map.</p>
<p>• Explore the natural world around them * Understand the affect of changing seasons on the world around them * Describe what they see, hear and feel while outside</p>						
<p><b>Expressive Arts and Design</b></p>	<p>Develop storylines in their pretend play.</p> <p>Looking after resources and where things go. Safely using scissors. Cutting skills. How to hold a pencil. Drawing shapes. Pencil control. Make a collaborative collage.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Colour mixing</p> <p>Make a collaborative painting.</p>	<p>Develop storylines in their pretend play.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Construct, join and build with a range of junk modelling materials.</p> <p>Make a collaborative sculpture.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Construct, join and build with a wider range of materials.</p> <p>Clay</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Gallery experience.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
<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>						