




# Paulton Infant School

## EYFS Long Term Overview – 2024-25


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Themes</b>	Settling into school Autumn Harvest	Colour and magic Diwali Christmas	Winter Chinese New Year Space	Pets Spring Easter and Eggs	Oral Health Planting and Growing Growing and changes over time for humans	Journeys & Maps Celebration of Different Cultures Summer Transition to Year 1 Science Investigations
<b>Key Texts and Experiences</b>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Harry and the Dinosaurs Start School</li> <li>Today is Monday</li> <li>We're Going on a Bear Hunt</li> <li>Where the Wild Things are</li> <li>The Leaf Thief</li> <li>The Very Helpful Hedgehog</li> <li>Pumpkin Soup</li> </ul> <p><b>Significant days/themes</b> Harvest Festival</p> <p><b>Key experiences</b></p> <ul style="list-style-type: none"> <li>Learning about ourselves and our feelings</li> <li>Lunch in the dining hall</li> <li>Walking around the school, meeting new people</li> <li>Making friends, feeling safe and happy</li> <li>Apple tasting</li> <li>Spotting signs of Autumn</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Winnie the Witch</li> <li>Peppa's Diwali</li> <li>The Colour Monster</li> <li>The Nativity</li> <li>An Angel Just like me</li> <li>Lucy and Tom's Christmas</li> <li>Harvey Slumfenburger's Christmas Present</li> </ul> <p><b>Significant days/themes</b> Diwali - Friday 1<sup>st</sup> Nov Advent Christmas Colour, light, celebrations</p> <p><b>Key experiences</b></p> <ul style="list-style-type: none"> <li>Learning about ourselves and our feelings</li> <li>Learning about celebrations</li> <li>Participating in Christmas celebrations</li> <li>Visiting a local church (if possible)</li> <li>Singing as a group</li> <li>Performing a play as a group to an audience</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Once Upon a Snowstorm</li> <li>The Winter Bear</li> <li>Follow the Swallow</li> <li>Dragons in the City</li> <li>Look Up!</li> <li>Here Come the Aliens!</li> </ul> <p><b>Significant days/themes</b> Chinese new year - Wed 29th January 2025 - Year of the Snake</p> <p><b>Key experiences</b></p> <ul style="list-style-type: none"> <li>Going on a winter walk</li> <li>Observing British wildlife in winter</li> <li>Big garden birdwatch</li> <li>Performing poems as a group</li> <li>Celebrating Chinese New Year</li> <li>Investigations with ice</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>The Great Pet Sale</li> <li>When Spring Comes</li> <li>The Bog Baby</li> <li>Tap, Tap the Egg Cracked</li> <li>Going on an Egg Hunt</li> </ul> <p><b>Significant days/themes</b> Easter New life How to take care of pets, names animals World Book Day</p> <p><b>Key experiences</b></p> <ul style="list-style-type: none"> <li>Show and Tell - talk about a pet you have, or a pet you'd like</li> <li>Meet the school dog - Bear</li> <li>Spotting signs of spring at Playscape</li> <li>Pond dipping</li> <li>Egg hunt</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Why Should I Brush My Teeth?</li> <li>Oliver's vegetables</li> <li>Once There Were Giants</li> <li>When I was a Child</li> <li>When I Grow Up</li> <li>What the Ladybird Heard</li> </ul> <p><b>Significant days/themes</b> School Trip</p> <p><b>Key experiences</b></p> <ul style="list-style-type: none"> <li>Supervised tooth brushing</li> <li>Planting flowers and vegetables</li> <li>Making hand-cut chips</li> <li>Talking about my family - sharing photos</li> <li>School trip</li> </ul>	<p><b>Key Texts</b> Jack and the Flumflum tree Meerkat Mail All are Welcome Here Not Now, Noor! Splash, Anna Hibiscus! Dear Teacher Science Week</p> <p><b>Significant days/themes</b> International Day Moving Up morning</p> <p><b>Key experiences</b></p> <ul style="list-style-type: none"> <li>International Day - dressing up and food tasting</li> <li>Sports Day</li> <li>Hands on science investigations</li> <li>Transition activities - meeting Year 1 teacher</li> <li>Friday afternoon clubs</li> </ul>
<b>Communication and Language</b>  <i>Our Communication and Language teaching is supported by the WellComm intervention programme throughout the year.</i>	Understand how to listen carefully and why listening is important. Engage in story times.  Begin a focus on articulation and clear pronunciation with a focus on mouth shape  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.  Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	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.  Use new vocabulary in different contexts	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.
<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. Introduce Gem Powers for learning, school rules and values.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Continue with Gem Powers for learning, school rules and values.		Think about the perspectives of others. Manage their own needs. Considering how I belong in a wider world Transitions	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
<b>Scheme: Jigsaw</b>	<b>Being Me in My World</b>  -Self-identity -Understanding feelings -Being in a classroom	<b>Celebrating Differences</b>  -Identifying talents -Being special -Families	<b>Dreams and Goals</b>  -Challenges -Perseverance -Goal-setting	<b>Healthy Me</b>  -Exercising bodies -Physical activity -Healthy food	<b>Relationships</b>  -Family life -Friendships -Breaking friendships -Falling out	<b>Changing Me</b>  -Bodies -Respecting my body -Growing up

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	<ul style="list-style-type: none"> <li>-Being gentle</li> <li>-Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-Where we live</li> <li>-Making friends</li> <li>-Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Overcoming obstacles</li> <li>-Seeking help</li> <li>-Jobs</li> <li>-Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>-Sleep</li> <li>-Keeping clean</li> <li>-Safety</li> </ul>	<ul style="list-style-type: none"> <li>-Dealing with bullying</li> <li>-Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>-Growth and change</li> <li>-Fun and fears</li> <li>-Celebrations</li> </ul>
<p style="text-align: center;"><b>Physical Development</b></p>  <p style="text-align: center;"><i>Over the year, pre-writing shapes and drawing are used to support the skills needed to develop confident letter formation.</i></p>	PE: Multiskills	PE: Invasion Games	PE: Gymnastics	PE: Tag Rugby	PE: Athletics	PE: Ball Skills
	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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>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.</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 style="text-align: center;"><b>Literacy</b></p>	<p>Read individual letters by saying the sounds for them.</p> <p>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.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Begin to write CVC words</p>	<p>Develop decoding and fluency skills to read simple sentences with increasing confidence.</p> <p>Begin to write simple captions and 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. Refine lower case formation</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.</p> <p>Read simple sentences with increasing fluency.</p>
	<p style="text-align: center;">Phonics (Unlocking Letters and Sounds)</p> 	Phase 2	Phase 2/3	Phase 3 mastery	Phase 3 mastery	Phase 4
<p style="text-align: center;"><b>Mathematics</b> (White Rose Maths)</p>	<p><b>Getting to know you</b> Baseline assessment Subitising (noticing) Counting rhymes</p> <p><b>Match, sort and compare</b> Match pictures and objects Identify sets and sort objects into sets Compare amounts</p> <p><b>Talk about measure and pattern</b> Compare size, mass and capacity Copy, continue and create simple patterns</p>	<p><b>It's me, 1, 2, 3</b> Subitise within 3 Represent 1, 2, 3 1 more, 1 less Composition within 3</p> <p><b>Circles and triangles</b> Identify and name Compare shapes Notice shapes in the environment Explore positional language</p> <p><b>1, 2, 3, 4, 5</b> Subitise within 5 Represent 1-5</p>	<p><b>Mass and capacity</b> Compare mass Compare capacity</p> <p><b>Alive in 5</b> Introduce zero Subitise within 5 Represent 1-5 1 more, 1 less Composition within 5 Conceptual subitising Bonds to 5</p> <p><b>Growing 6,7,8</b> Represent 6, 7 and 8</p>	<p><b>Length, height and time</b> Compare length and height Order and sequence time</p> <p><b>Building 9 and 10</b> Compare amounts Represent 9 and 10 Conceptual subitising 1 more, 1 less Composition (5 and some more) Bonds to 10</p> <p><b>Explore 3D shapes</b> Recognise and name 3D shapes 2D shapes within 3D</p>	<p><b>To 20 and beyond</b> Build numbers beyond 10 Composition (10 and some more) Continue patterns beyond 10 Verbal counting beyond 20 Verbal counting patterns</p> <p><b>How many now?</b> Adding more Taking away Composition (within 10)</p> <p><b>Sharing and grouping</b> Sharing Equal groups</p>	<p><b>Manipulate, compose and decompose</b> Select shapes Rotate and manipulate shapes Compose and decompose shapes 2D shapes within 3D</p> <p><b>Visualise, build and map</b> Identify, copy and continue repeating patterns Positional language Instructions and sequences Map reading Making maps</p> <p><b>Make connections</b></p>

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		1 more, 1 less Composition within 5  <b>Shapes with 4 sides</b> Identify and name Combine shapes Compare day and night	1 more, 1 less Composition (5 and some more) Pairs Odds and evens Doubles Addition (combining two groups) Conceptual subitising	Shapes in the environment Copy and continue more complex patterns	Grouping Odds and evens Building doubles	Deepen understanding Identify patterns and relationships
Understanding the World	No Outsiders – throughout the year we read a range of texts that support an appreciation and celebration of diversity. Everyone is different and everyone is welcome in our school.					
						
R.E. focus	Theme: Special People  Key Question: What makes people special?  Religions: Christianity, Judaism	Theme: Christmas  Key Question: What is Christmas?  Religion: Christianity  Christian concept: Incarnation	Theme: Celebrations  Key Question: How do people celebrate?  Religions: Hinduism	Theme Easter  Key Question: What is Easter?  Religion: Christianity  Christian concept: Salvation	Theme: Story Time  Key Question: What can we learn from stories?  Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places  Key Question: What makes places special?  Religions: Christianity, Islam, Judaism
Geography focus	<u>Autumn Term:</u> <ul style="list-style-type: none"> <li>Learn orientation of the school environment</li> <li>Explore the school grounds, look at features of our school environment</li> <li>Exploring natural autumnal resources in Tuff Tray, asking questions and making observations</li> <li>Explore harvest time in the UK and farming at harvest time</li> <li>Observe seasonal weather changes and longer nights in the autumn compared to the summer</li> <li>Explore festival origins/ celebrations across the world, using a world map/ google maps</li> <li>Recognise features of a journey through texts</li> <li>Noticing features of environment</li> <li>Explore the natural world around them</li> <li>Begin to develop sense of community through texts</li> <li>Begin to recognise similarities and differences</li> <li>Early awareness that life in other countries is different to life in our own</li> <li>Exploring school's grounds and observing seasonal changes in the Autumn</li> </ul>		<u>Spring Term:</u> <ul style="list-style-type: none"> <li>Explore natural world around them</li> <li>Introduce simple maps</li> <li>Early introduction to the concept of space and that we live on planet Earth</li> <li>Exploration of other cultures, focus on Chinese New Year</li> <li>Explore the features of winter in Britain</li> <li>Explore compare/ contrast our environment with colder countries</li> </ul> Migration of swallows		<u>Summer Term:</u> <ul style="list-style-type: none"> <li>Explore school grounds and look at features of the school grounds</li> <li>Draw information from simple maps</li> <li>Draw own simple maps</li> <li>Look at world maps, atlases and globes</li> <li>Begin to identify land and water on maps</li> <li>Explore flags</li> <li>Explain some similarities between life in this country and life in other countries (Meerkat Mail, Splash)</li> <li>Recognise and appreciate diversity in their own community</li> <li>Recognise some environments that are different to the one in which they live</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Explore food from around the world using world maps and google maps</li> </ul>	
History focus	<u>Autumn Term:</u> <ul style="list-style-type: none"> <li>Talking about members of our family and the relationship to them.</li> <li>Name and describe people who are familiar to them</li> <li>Begin to develop a sense of continuity and change</li> <li>Talk about themselves and special things in their life</li> <li>Thinking about changes in our life as we grow and get older.</li> <li>Talk about their own experiences of celebrating special occasions with their family and community</li> <li>Understand that some places are special to members of their community</li> <li>Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day</li> </ul>		<u>Spring Term:</u> <ul style="list-style-type: none"> <li>Recount experiences of Christmas and other family celebrations</li> <li>Recognise that people have different beliefs and celebrate special times in different ways: Chinese New Year, Easter</li> <li>Explore family traditions, including Shrove Tuesday and Easter</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and life-cycles</li> <li>Compare and contrast characters from stories, including figures from the past e.g Mae Jemison (Look Up!)</li> <li>Increasingly use correct tenses to talk about past, present and future</li> </ul>		<u>Summer Term:</u> <ul style="list-style-type: none"> <li>Explore the natural world around them, with a focus on growing and changes over time</li> <li>Revisit talking about members of our family and the relationship to them.</li> <li>Comment on images of familiar situations in the past (clothes, families, houses)</li> <li>Compare and contrast their own experiences of early childhood with those of previous generations</li> <li>Talk about themselves as a baby in the past and talk about their future aspirations</li> </ul> Use correct tenses to talk about past, present and future	

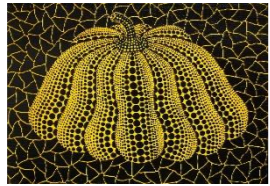


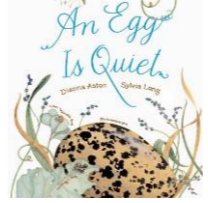



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<b>Science focus</b>	<p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> <li>Spot signs of autumn</li> <li>Talk about features of our immediate environment and make observations</li> <li>Notice changes in the environment</li> <li>Explore the natural environment including the school orchard</li> <li>Taste a variety of apples</li> <li>Look at autumnal vegetables in the context of harvest</li> <li>Understand the effect of the changing seasons (Summer to Autumn then Winter) on the natural world around them, including daylight hours, weather and temperature</li> </ul>	<p><u>Spring Term:</u></p> <ul style="list-style-type: none"> <li>Continue looking for signs of winter</li> <li>Understand the effect of the changing seasons (Winter to Spring) on the natural world around them, including daylight hours, weather and temperature</li> <li>Make observations and draw pictures of animals including those we might keep as pets</li> <li>Explore changing states of matter through freezing and thawing</li> <li>Introduce the life cycle of animals in the context of animals born from an egg</li> <li>Talk about animals and their offspring</li> <li>Make observations about the growth of humans and animals between birth and now</li> <li>Begin to develop an awareness of what animals need to survive and thrive</li> <li>Talk about healthy eating and understand the necessity of a healthy diet</li> <li>Understand the need for exercise and rest</li> <li>Develop respect for living creatures and the natural environment</li> <li>Seasonal observations at Forest School</li> </ul>	<p><u>Summer Term:</u></p> <ul style="list-style-type: none"> <li>Engage in Science week activities</li> <li>Make observations and draw pictures of animals including those found on a farm</li> <li>Continue to develop respect for living creatures and the natural environment</li> <li>Continue developing awareness of life cycles in the context of plants, butterflies and humans</li> <li>Make observations and draw pictures of plants</li> <li>Plant seeds and make observations about the growth of the sunflower</li> <li>Begin to develop an awareness of what plants need to survive and thrive</li> <li>Spot signs of summer, observe the changes between seasons</li> <li>Understand the effect of the changing seasons (Spring to Summer) on the natural world around them, including daylight hours, weather and temperature</li> <li>Seasonal observations at Forest School</li> <li>Visit a farm</li> </ul>
<b>Computing focus (including online safety)</b>	<p>Identify technology used in the classroom (Interactive White Board, Coomber, iPads) and begin to use this safely.</p> <p>Explore age appropriate apps on iPads (Duplo app for programming; TuxPaint/DoodleBuddy for creating digital art).</p>	<p>Continue to use age appropriate apps on iPads and access technology within the classroom.</p> <p>Explore the movement of simple robots including Beebots and Ozobots.</p> <p>Introduce 'programming' – children will control a floor robot (e.g. Beebot) by giving a two step instruction.</p>	<p>Continue to use age appropriate apps on iPads and access technology within the classroom.</p> <p>Know and talk about wellbeing in relation to 'screen time'.</p> <p>Futher explore 'programming' – give a multi-step instruction to control the movement of a floor robot. Begin to identify 'bugs' (errors) within an instruction.</p>
	<p><b>Online Safety using ProjectEVOLVE</b></p> <p><u>Foucs themes:</u></p> <p>Health, Wellbeing and Lifestyle Self-image and identity</p>	<p><b>Online Safety using ProjectEVOLVE</b></p> <p><u>Foucs themes:</u></p> <p>Online Relationships Online Bullying Privacy and Security</p>	<p><b>Online Safety using ProjectEVOLVE</b></p> <p><u>Foucs themes:</u></p> <p>Managing Online Information Copyright and Ownership Online Reputation</p>



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<b>Expressive Arts and Design</b>	<b>Focus artist: Yayoi Kusama</b>	<b>Focus artist: Wassily Kandinsky</b>	<b>Focus artist: Leo Sewell</b>	<b>Focus artist: Sylvia Long</b>	<b>Focus artist: Vincent Van Gogh</b>	<b>Focus artist: Rosie-Lee Tompkins</b>
						
<b>Art and Design Technology focus</b>	Drawing Skills Using simple tools to create effects Looking after resources	Colour mixing <ul style="list-style-type: none"> <li>Combining primary colours to make new colours</li> <li>Creating different shades of colour</li> <li>Using a paintbrush</li> <li>Using a variety of paint types: poster, watercolour, powder, acrylic</li> </ul> Experimenting with colour, design, texture, form and function  Create abstract paintings	Construct, join and build with a range of junk modelling materials  Select resources and tools with a purpose in mind  Learn a range of attachment techniques  Make a junk model Explore, use and refine a variety of artistic effects to express their ideas and feelings	Representing ideas in different ways: collage, drawing, painting, modelling  Explore a range of malleable materials including clay, salt dough, plasticine, playdoh  Notice changes in the environment and represent them in the form of a landscape picture  Paint spring landscapes	'Still life'  Observational drawing and painting  Representing ideas in different ways: collage, drawing, painting, modelling  Create collage	Textile art  Fabric printing  Dying fabric  Collage with fabric  Mixing paint to produce different skin and hair colours  Explore, use and refine a variety of artistic effects to express their ideas and feelings  Draw or paint self-portraits
	<b>Music, drama and performance focus</b>	<p>We regularly retell and act out stories we have read in class.            We use props to support our storytelling.            We engage in role play as part of our continuous provision.            We tell and act out stories together using the methods taught in Helicopter Stories.</p> <div style="text-align: center;">  </div>				
<b>Poems</b>	Chop Chop Leaves Are Falling Breezy Weather Five Little Pumpkins	Pointy Hat Cup of Tea Falling Apples Things I Can Do (PB2)	Popcorn Let's Put on Our Mittens Carrot Nose Five Little Astronauts (PB2)	Pancakes Spring Wind A Little Seed Caterpillar (PB2)	I Have a Little Frog Tadpole (PB2) Furry Furry Squirrel Pitter Patter	A Little Shell Five Little Peas If I Were So Very Small Under a Stone
<b>Nursery rhymes</b>	Three blind mice One Elephant went out to play Wind the Bobbin Up Baa Baa Black Sheep 1, 2, 3, 4, 5, Once I Caught a Fish Alive If You're Happy And You Know It	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses This Old Man Five Little Ducks  <b>Performance: Nativity play</b>	The North Wind Doth Blow Head, Shoulders, Knees And Toes Here we go Round the Mulberry Bush 5 Little Men Sing a Song of Sixpence	Incy Wincy Spider Row, Row, Row Your Boat The Hokey Cokey One, Two Buckle my Shoe I Hear Thunder	Old Macdonald Jack and Jill Mary Mary Quite Contrary Hickory Dickory Dock One Man went to Mow  <b>Performance: One Class assembly</b>	When I was One A Sailor Went to Sea, sea, sea Pop! Goes the Weasel There was an old woman who swallowed a fly Five Currant Buns  <b>Performance: One Class assembly</b>
<p>Over the year we learn to sing songs related to different themes and festivals.            We share our feelings and reactions to a range of music, dance and performances.</p> <p style="text-align: center;">We use percussion instruments to accompany or songs and rhymes.</p> <p style="text-align: right;">We listen to and watch a range of pieces of music and performances.</p>						