

# Paulton Infant School

## EYFS Long Term Overview – 2022-2023

	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 Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
<b>Key Texts and Experiences</b>	<p><b>Key Texts</b> Harry and the Dinosaurs start school Going on a Bear Hunt Today is Monday The very helpful hedgehog The squirrels who Squabbled – Pumpkin Soup</p> <p><b>Significant days/themes</b> Harvest Festival</p> <p><b>Key experiences</b> Learning rules and routines Autumn walk First lunches in school Pumpkin dissection</p>	<p><b>Key Texts</b> Winnie the Witch Peppa’s Diwali The Colour Monster The Nativity An Angel Just like me The Snowman</p> <p><b>Significant days/themes</b> Bonfire Night Diwali - Mon 24<sup>th</sup> October Advent Christmas Colour, light, celebrations</p> <p><b>Key experiences</b> Nativity performance</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>Significant days/themes</b> Chinese new year - Sun 22<sup>nd</sup> January 2023</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>Significant days/themes</b> Pancake Day Tuesday 21<sup>st</sup> Feb 2023 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>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>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>Begin a focus on articulation and clear pronunciation with a focus on mouth shape</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>Scheme: Jigsaw</b>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>-Self-identity</li> <li>-Understanding feelings</li> <li>-Being in a classroom</li> <li>-Being gentle</li> <li>-Rights and responsibilities</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>-Identifying talents</li> <li>-Being special</li> <li>-Families</li> <li>-Where we live</li> <li>-Making friends</li> <li>-Standing up for yourself</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>-Challenges</li> <li>-Perseverance</li> <li>-Goal-setting</li> <li>-Overcoming obstacles</li> <li>-Seeking help</li> <li>-Jobs</li> <li>-Achieving goals</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>-Exercising bodies</li> <li>-Physical activity</li> <li>-Healthy food</li> <li>-Sleep</li> <li>-Keeping clean</li> <li>-Safety</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Family life</li> <li>-Friendships</li> <li>-Breaking friendships -Falling out</li> <li>-Dealing with bullying -Being a good friend</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>-Bodies</li> <li>-Respecting my body</li> <li>-Growing up</li> <li>-Growth and change</li> <li>-Fun and fears</li> <li>-Celebrations</li> </ul>
<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>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</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible</p>	<p>Combine different movements with ease and fluency</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

**Paulton Infant School**  
**EYFS Long Term Overview – 2022-2023**

			engaging in activities that involve a ball.	amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Develop the foundations of a handwriting style which is fast, accurate and efficient.  Swimming	Swimming
	<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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
Literacy	<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.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Begin to use capital letters.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>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.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read simple sentences with increasing fluency.</p>
Phonics (Unlocking Letters and Sounds)	Phase 2	Phase 2/3	Phase 3 mastery	Phase 3 mastery	Phase 4	Phase 4 mastery
Mathematics (White Rose Maths)	<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 Consolodation</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 Consolodation</u>            Composition            Subitising            Comparison            Counting on and back            Matching            Numeral recognition            Ordering</p>	<p><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</p>	<p><u>Phase 7 – To 20 and Beyond</u>            Building numbers beyond 10            Counting patterns beyond 10            Spatial Reasoning</p> <p><u>Phase 10 – On the Move</u>            Deepening Understanding            Patterns and Relationships            Spatial Reasoning</p>
Understanding the World  R.E. focus	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p> <p>Christian concept: Incarnation</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme Easter</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p> <p>Christian concept: Salvation</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>

# Paulton Infant School

## EYFS Long Term Overview – 2022-2023

Geography focus	<p>Autumn Term:</p> <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>		<p>Spring Term:</p> <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> </ul> <p>Explore compare/ contrast our environment with colder countries</p>		<p>Summer Term:</p> <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>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 using world maps and google maps</li> </ul>			
	History focus		<p>Autumn Term:</p> <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>		<p>Spring Term:</p> <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> </ul>		<p>Summer Term:</p> <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> </ul> <p>Talk about themselves as a baby in the past and talk about their future aspirations</p>	
			Science focus		<p>Autumn Term:</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>Spring Term:</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>	
Expressive Arts and Design		<p>Develop storylines in their pretend play. Safely using and storing resources including:</p> <ul style="list-style-type: none"> <li>Scissors</li> <li>Cutting skills</li> </ul>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Colour mixing</p>	<p>Continue to develop storylines in their pretend play.</p> <p>Construct, join and build with a range of junk modelling materials</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Represent ideas in different ways: collage, drawing, painting, modelling</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Observational drawing and painting</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Fabric printing Dying fabric Collage with fabric</p>	

Paulton Infant School  
EYFS Long Term Overview – 2022-2023

	<p>Develop pencil control using the correct grip</p> <p>Draw shapes, use of rulers and fine motor activities</p> <p>Follow instructions to draw figures, draw along videos</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Draw or paint self-portraits</p> <p><b>Focus artist: Yayoi Kusama</b></p>	<ul style="list-style-type: none"> <li>• Combine primary colours to make new colours</li> <li>• Create different shades of colour</li> <li>• Use a paintbrush</li> <li>• Use a variety of paint types: poster, watercolour, powder, acrylic</li> </ul> <p>Experimenting with colour, design, texture, form and function</p> <p>Create abstract paintings</p> <p><b>Focus artist: Wassily Kandinsky</b></p>	<p>Select resources and tools with a purpose in mind</p> <p>Learn a range of attachment techniques</p> <p>Make a junk model</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><b>Focus artist: Peter Thorpe</b></p>	<p>Explore a range of malleable materials including clay, salt dough, plasticine, playdoh</p> <p>Notice changes in the environment and represent them in the form of a landscape picture</p> <p>Paint spring landscapes</p> <p><b>Focus artist: Vincent Van Gogh (Sunflowers)</b></p> <p>Sylvia Long (egg illustrations)</p>	<p>Represent ideas in different ways: collage, drawing, painting, modelling</p> <p>Create collage</p> <p><b>Focus artist: Eric Carle</b></p>	<p>Mixing paint to produce different skin and hair colours</p> <p>Work collaboratively to make a fabric wall hanging</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Draw or paint self-portraits</p> <p><b>Focus artist: Rosie-Lee Tompkins</b></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>					

