



## Westhead Lathom St James' CE Primary School

### EYFS Long Term Overview

#### Our Curriculum:

- A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.
  - Our EYFS curriculum is inspired by our children's interest and changes to meet their needs/interests throughout the year.
    - We believe in providing an environment where all children have an equal opportunity to learning.
    - Our curriculum is designed to prepare children for the next stage in their personal educational journey.

*We deliver our curriculum to our children who feel safe and secure within our environment, so they have the opportunity to thrive.*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b>  <i>(We follow the interests of children throughout the year)</i>	All About Me Autumn Diwali Special Stories	Autumn Nativity Celebrations	Winter Arctic/Cold Places Arctic Animals/Penguins (Habitats) Lunar New Year Space	Pancake Day/Lent Easter Planting/Gardening/Spring	Spring Life cycles – Frog/butterfly/plant Local Area and around the world Minibeasts	Spring/Summer Life cycles continued – Duck Eggs People Who Help Us Moving up week/transitions
<b>Books</b> These are just a selection of some of the quality texts we read each half term	Jack and the Beanstalk Goldilocks Variety of Autumn Books	Stickman The Gruffalo's Child Nativity Variety of Christmas books	Lost and Found Bear Hunt Polar Bear, Polar Bear, what do you see? Winter themed books	Mr Wolf's Pancakes What the Ladybird Heard Spring themed books	Variety of life Cycle books e.g. Hungry Caterpillar, Moth The Very Busy Spider	What's the Time Mr Wolf Summer themed books
<b>Communication and Language</b>	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 Engage in story times.	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.



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<b>Expectations for CLL throughout the whole year</b>	<ul style="list-style-type: none"> <li>Focus on learning new vocabulary. To use new vocabulary through the day. To use new vocabulary in different contexts</li> <li>Learn rhymes, poems, and songs. Listen carefully to rhymes and songs, paying attention to how they sound. To use the listening station in class to listen to music and story CDs to build listening and attention skills</li> </ul>					
<b>PSED</b>	Settling in All About Me (My family) Building Relationships (Key Person/New friends) Key Person Introduced	Celebrations in varied communities and in my home.  Online Safety	Healthy Eating  Online Safety	Read a variety of texts focusing on how characters feel and why How do I feel?  Online Safety	Caring for living things (Planting) Caring for the environment  Online Safety	Reflection of the year (targets/achievements) Preparation for Year 1/Reception  Online Safety
<b>PSED throughout the year</b>	<ul style="list-style-type: none"> <li>Introduction of Zones of Regulation and then the development of this strategy to support children's emotional needs and their ability to regulate feelings and emotions.</li> <li>Throughout the year there will also be a focus on oral health. We will practice good brushing using resources throughout the year with information available to support parents with any individual support being given.</li> <li>British Values (Democracy, Rule of Law, Respect &amp; tolerance, Individual Liberty) are woven into all areas of the curriculum and day-to-day life in school.</li> </ul>					
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  Basic Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.  Basic Skills	Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Dancing/Movements	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. Use tools at Forest School.  Dancing/Movements	Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient. Use tools at Forest School.  ?	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use tools at Forest School.
<b>PD throughout the year</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, co-ordination, and agility</li> </ul>					
<b>Literacy</b>	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 Write cvc words. Begin using phase 3 sounds in their writing.	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.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write sentences independently that they can read back to an adult.	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.  Write sentences that can be read by themselves and others.



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				Become more confident to use phase 3 sounds in their independent writing.  Begin writing sentences		
<b>Links to KS1</b>	Traditional Tales	Stories by the Same Author Stories with Familiar Settings	Poetry Stories with Familiar Settings	Stories with Repetitive Patterns Recounts	Instructions Non-Chronological Reports	Non-Chronological Reports A Range of Non-Fiction Texts
<b>Phonics</b>	<b>Phase 1/2</b>	<b>Phase 2</b>	<b>Phase 2/3</b>	<b>Phase 3</b>	<b>Phase 3/4</b>	<b>Phase 4 – plus recap phase 3</b>
<b>Mathematics</b>	Matching, Sorting & Comparing Numbers 1, 2, 3 Exploring Patterns	Numbers 4, 5, 0 Shape - Circles and Triangle Early doubling Positional language Representing numbers to 5 Time One more/less	Numbers 6, 7, 8, 9 Introduce Zero Compare numbers Compare mass/capacity Length/Height Time	Numbers 9, 10 Compare numbers to 10 Number bonds to 10 3D Shapes Spatial Awareness Patterns	Numbers 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing Adding more/taking away	Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing Patterns & relationships
<b>Links To KS1</b>	Place Value Addition/Subtraction Shape		Mass and Volume Length and Height Place Value Addition/Subtraction		Multiplication and Division Fractions Position and Direction Place Value Money Time	
<b>Examples of some Mathematics Books throughout the terms</b>	Mr Big Where's My Teddy My Button Box Once there were Giants A chair for Baby Bear Numberblocks Series 1	The Blue Balloon Who Sank My Boat Balancing Act Pete the Cat Numberblocks Series 1	Kippers Toy Box Simon Sock Noah' Ark Tall Six Dinner Sid Numberblocks Series 2	Mr Wolf's Week Jasper's Beanstalk Jack and the Beanstalk Jim and the Beanstalk Titch 10 Black Dots Numberblocks Series 2	1 is a snail, 10 is a crab How Many Legs Numberblocks Series 3	Have you Seen My Dragon Numberblocks Series 3
<b>Understanding the World</b>	What is a timeline and how have I changed since I was a baby?  Talk about members of their immediate family and community. Name and describe people who are familiar to them. Order images into a plausible chronological order.	Which celebrations do we enjoy in our setting?  Recognise that people have different beliefs and celebrate special times in different ways. That events/celebrations take place at specific points of the year	What do our senses detect?  Observe, find out about and identify features in the place they live and the natural world. Recognise some environments that are different to the one in which they live.	How is our world changing?  That events/celebrations take place at specific points of the year. Recognise some similarities and differences between life in this country and life in other countries.	Where do we live?  Know places in the local community. Understand that some places are special to members of their community.	What do we wear at different times of the year and why?  Comment on images of familiar situations in the past. Recapping the seasons of the year and developing an understanding of chronology.



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	Identify changes between now and as a child.	Recognise some similarities and differences between life in this country and life in other countries.	Show curiosity, observe and manipulate objects e.g. water play, ice cubes, frozen water. Investigate objects and materials by using all the senses. Experiment with textures and materials	Compare and contrast what we need to do/wear in response to the passing of time. Explore nature and draw and observe the changes they see. Listen to stories, news and information about natural disasters, climate change and pollution.	Talk about their own special places Explore the natural world around them. Comment and ask questions about where they live and the natural world. Understand landmarks on the map are permanent. Mark make using their own symbols for their map.	Compare and contrast characters from stories, including figures from the past.
<b>Geography (UW)</b>	Seasonal changes (Autumn Walk) School Environment/Location	People/Cultural/Communities Special celebrations (Where on a map/compare places)	What do our senses detect? Cold places Habitats	Our Local World Maps Seasonal Changes	Local Area (Farm Visit – observe animals in their local area)	Seasonal Walk Weather (Reasons for change)
<b>Links to KS1 Geography</b>	<i>Fieldwork in School Grounds</i>	<i>Small Area in contrasting Non-European country (Comparing skills)</i>	<i>Hot and Cold Places</i>	<i>UK Countries &amp; Capitals Small Area of UK</i>	<i>Small Area – Where I Live</i>	<i>Seasonal &amp; Daily Weather</i>
<b>Science (UW)</b>	My Body Healthy Eating Naming body parts Hygiene/routines	Healthy Eating Seasons (Temp change)	Freezing experiments Materials Compare Autumn/Winter	Planting (link to healthy eating) Spring	Plants (name) Plant seeds (Observe) Care for living things Seasonal – Summer focus Life Cycles	Order seasons Duck Eggs (A) Life Cycles continued
<b>Links to KS1 Science</b>	<i>Animals Including Humans</i>	<i>Animals Including Humans</i>	<i>Everyday Materials Living Things &amp; Habitats</i>	<i>Plants</i>	<i>Plants Animals Including Humans</i>	<i>Living Things &amp; their Habitats</i>
<b>History (UW)</b>	Past/Present My Family My Home	People/Culture/Communities Celebrations in my home Various cultures	Past/Present Compare Autumn/Winter (Recall past winter)	Our World then/now	Past/Present (Compare important places to them)	Past/Present Relection on Reception/Nursery journey



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<b>Links to KS1 History</b>	<i>Changes Within Living Memory</i>	<i>Significant Places in Their Own Locality</i>	<i>Changes Within Living Memory</i>	<i>Events Beyond Living Memory</i>	<i>Significant Places in Their Own Locality</i>	<i>Changes Within Living Memory</i>
<b>UTW throughout the year</b>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Describe what they see, hear, and feel whilst outside.</li> </ul>					
<b>Religious Education (See RE Long Term Planner)</b>	<b>Special Times</b> Harvest Remembrance Diwali Eid Christmas		<b>Special Stories</b> Christian Stories Islam – The Qu’ran		<b>Special Places (Year A)</b> Temples, Mosques, Churches  <b>What is Special about our World (Year B)</b>	
<b>Links to KS1 RE</b>	<i>Christianity</i> <i>Hindu</i>		<i>Christianity</i> <i>Islam</i>		<i>Judaism, Islam &amp; Christianity</i>	
<b>Expressive Arts and Design</b>	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
<b>Art (EAD)</b>	<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Explore paint in sensory and playful ways</li> <li>• Explore collage using a variety of materials</li> <li>• Printing fallen leaves – mono printing</li> </ul>		<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively sharing ideas, resources, and skills.</li> <li>• Observational drawing and painting of flowers</li> <li>• Super Hero paintings looking at the artist Jean-Michel Basquiat, exploring colour mixing.</li> <li>• Creating in playdough a variety of forms, including animals and people.</li> </ul>		<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Exploring the diversity of art practice.</li> <li>• Learning junk modelling techniques to create sculptural models.</li> </ul> Learning clay techniques to mould and create diverse animals, including beetles and hedgehogs.	
<b>Links to Year 1 Art</b>	<ul style="list-style-type: none"> <li>• Experimenting with paint and printing in ‘Mixed Media.’</li> <li>• Group collages in ‘Dream School’ inspired by the architecture of Hundertwasser.</li> <li>• Exploring Monoprinting in differing ways in the schemes ‘Islamic Art’ and ‘Mixed Media &amp; Printing.’</li> </ul>		<ul style="list-style-type: none"> <li>• Observational drawing of natural objects using a broad range of materials in “Mixed Media &amp; Printing.”</li> <li>• Discovering the artists Van Gogh and Chis Ofili, exploring their painting techniques, and applying new skills.</li> <li>• Drawing designs and using scola coloured modelling clay to create jewellery, in “Jewellery Design.”</li> </ul>		<ul style="list-style-type: none"> <li>• Introduction to a variety of artists, including contemporary artists particularly through “Portraiture, Mixed Media and Printing.</li> <li>• Using recycling materials to create head reliefs with moulded features in ‘Portraiture.’</li> <li>• Drawing designs and using Scola coloured modelling clay to create jewellery, in ‘Jewellery Design.’</li> </ul>	



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<b>Design &amp; Technology (EAD)</b>	<i>Material Exploration</i>					
	Junk modelling, paper manipulation, cutting skills, 'Tasty Tuesday' food preparation skills, costume designing, upcycling objects and a focus on planning/creating creations.					
<b>Links to KS1 DT</b>		<i>Mechanisms – Pop Ups &amp; Levers (A)</i>	<i>Food – Fruit Kebabs (A)</i> <i>Mechanisms – Wheels &amp; Axels (B)</i>	<i>Food – Salad (B)</i>	<i>Structures – Playground Equipment (A)</i> <i>Textiles - Puppets</i>	
<b>Music (EAD)</b>	<i>Charanga – Me!</i> Nursery rhymes and action songs Links to: Growing, homes, colour, how I look	<i>Charanga – My Stories</i> Nursery rhymes and action songs Links to: Imagination, Festivals, Christmas	<i>Charanga – Everyone</i> Nursery rhymes and action songs Links to: Family, Friends, people and music from around the world	<i>Charanga – Our World</i> Nursery rhymes and action songs Links to: Animals, Minibeast, day and night, our world.	<i>Charanga – Big Bear Funk</i> Consolidation of learning in preparation for Year 1 Links to: Musical instruments & performance	<i>Charanga – Reflect, Rewind &amp; Replay</i> Consolidation of learning in preparation for Year 1
<b>EAD throughout the year</b>	<ul style="list-style-type: none"> <li>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Art/DT sessions with Mrs Wood</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Charanga Music lessons.</li> <li>Spanish Songs and Rhymes.</li> <li>Helicopter Stories/Poetry Basket/Nursery Rhymes.</li> </ul>					
<b>Curriculum Enhancements</b>	Autumn Walk	Nativity Visit Westhead Lathom St James Church	Forest School	Forest School RE visitor	Forest School Butterfly/Caterpillar	Forest School Farm visit 'People Who Help Us' visitors