

Kibworth Primary School EYFS- Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events & Festivals	Staggered starts Harvest Festival	Remembrance Day Christmas Diwali (25 <sup>th</sup> Oct) Bonfire Night Pantomime visit/workshop Nativity Play	Chinese New Year Mother's Day	World Book Day Easter Celebrations	Father's Day	Farm Trip Transition to year 1
Parental Involvement	Phonics Workshop Stay and Play sessions	Maths Workshop Parents Meetings Christmas Performance Decorations day	Parents Meetings	Toast & Reading (world book day) Writing workshop	Parent/Grandparents Gardening day	End of Year Celebration Royal Tea Party
Topic	When I Grow Up I Want To Be...	Into the Woods	All Creatures Great and Small	The Big Wide World	Amongst the Undergrowth	Once upon a time...
Possible Themes/Interests/Lines of Enquiry	Setting rules and routines Families Interests Likes/dislikes Our community People who help us Autumn	Characters in the woods (The Gruffalo, Percy the Park keeper, Goldilocks, Bear Hunt) Christmas/The Nativity	Under the sea Rainforest Pets	Exploring our Locality Contrasting Country Weather Seasons	Lifecycles Minibeasts Planting Growing	Fairy Tales Traditional Tales
Texts linked to Themes	My Mum and Dad Make me Laugh When I Grow Up I Want To Be... Elmer The Proudest Blue People who help us non-fiction After the Storm Leaf Man	The Gruffalo Percy Stories Goldilocks and the Three Bears Stick Man The Jolly Christmas Postman The Christmas Story	Mog Stories The Tiger who Came to Tea What the Ladybird Heard What Pet to Get by Emma Dodd We're Roaming in the Rainforest by Laurie Krebs Rosie's Walk Sharing a Shell One Tiny Turtle by Nicola Davies Dear Earth by Isabel Otter	Here We Are by Oliver Jeffers Where Are You From? By Jaime Kim Handa's Surprise Paddington (around the world) Great Women Who Changed the World by Kate Pankhurst Look Up! By Nathan Byron	The Hungry Caterpillar Non-fiction books about minibeasts Jasper's Beanstalk Oliver's Vegetables The Bad Tempered Ladybird	The Little Red Hen The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff Cinderella
10 Books for Storytime	<div>1. Dogger</div> <div>2. Room on the Broom</div> <div>3. Where the Wild Things are</div> <div>4. The Three Little Pigs</div> <div>5. Gorilla</div> <div>6. Chicken Licken</div> <div>7. Each Peach Pear Plum</div> <div>8. The Snails and the Whale</div> <div>9. Meg and Mog</div> <div>10. Whatever next!</div> <div>So Much</div> <div>Little People Big Dreams- Maya Angelou/ MLK etc</div> <div>The night the reindeer saved Christmas</div> <div>The ninth night of Hanukkah</div> <div>Pick a Pine Tree</div>		<div>1. Peace at Last!</div> <div>2. The Jolly Postman</div> <div>3. The Shopping Basket</div> <div>4. The Elves and the Shoemaker</div> <div>5. Noah's Ark by Lucy Cousins</div> <div>6. Emperor's New Clothes</div> <div>7. The Lion inside</div> <div>8. Tiddler</div> <div>9. Puss in Boots</div> <div>10. Little Red Riding Hood</div> <div>Julian is a Mermaid</div> <div>Nimesh the Adventurer</div> <div>Freddie and the Fairy</div> <div>We're all Wonders</div>		<div>1.Jack &amp; the Beanstalk</div> <div>2. How to Catch a Star</div> <div>3. Farmer Duck</div> <div>4. The Enormous Turnip (Ladybird book)</div> <div>5. Supertato</div> <div>6. Rumpelstiltskin</div> <div>7. Goldilocks and the Three Baers</div> <div>8. Not Now Bernard</div> <div>9. Hairy Maclary</div> <div>10. The Day the Crayons Quit</div> <div>And Tango Makes Three</div> <div>Julian at the wedding</div> <div>Coming to England</div> <div>Sulwe</div> <div>What happened to you?</div>	

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Traditional Rhymes	Hickory Dickory Dock Twinkle Twinkle Little Star Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs The Wheels On The Bus Pat a Cake One, Two, Buckle My	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat Hot Cross Buns Humpty Dumpty She'll Be Coming Round The Mountain Five Little Men In A Flying Saucer	Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Pussy Cat, Pussy Cat Sing A Song Of Sixpence	The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Ring O'Roses Here We Go Round The Mulberry Bush	Little Boy Blue Mary Had A Little Lamb Mary, Mary, Quite Contrary Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds Polly Put The Kettle On	Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jaques There Was An Old Woman Who Lived in A Shoe
Communication and Language	Listens and participates during whole class story sessions. Comments on stories they have heard. Joins in with repeated refrains. Sequences familiar stories. Gives personal responses to texts.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Sequences stories. Develops an understanding of non-fiction texts. Introduction to poetry. Engages in story times. Develops a deeper understanding of rhyme.	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 stories 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.
Personal, Social and Emotional Development	See themselves as a valuable individual. Explore being unique and gaining a sense of belonging.  Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand the reason for rules and know right from wrong		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body.		Think about the perspectives of others. Manage their own needs. How to keep fit and well. Healthy eating and lifestyle. Transition to Year 1 Adapting to new social situations and new environments.	
These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Large scale movements for writing.  Upper body strength and core control to encourage good posture and sitting positions.  Scissor skills.  Developing a comfortable pencil grip.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Scissor skills.  Developing a comfortable pencil grip and using a pencil with increased control	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop skill and control when balancing, showing spatial awareness and agility when moving on equipment.  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	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.  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Further develop an awareness of being healthy with healthy foods. Understand the need for a variety of foods.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.

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	<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 and sport.</p> <p>Develop their fine 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>Weekly PE sessions</p>					
<b>Literacy -- Writing</b>	<p>Draws the prewriting shapes Show a preference for a dominant hand Writes some or all of their name</p> <p>Whole class handwriting sessions focusing on large scale movements to encourage correct letter formations-anti-clockwise movements, up and down, swirls. 'Squiggle whilst you wiggle' sessions.</p>	<p>Hears and writes the initial sound in words. Independently segments the sounds in words to write a cvc word.</p> <p>Begins to write a simple caption with support</p> <p>Whole class handwriting sessions-lower case letter formations.</p>	<p>Writes phonetically decodable words. Teach skills to write a simple caption.</p> <p>Guided writing sessions-capital letter formations.</p> <p>Introduce sentence writing and emphasis on correct structure-capital letter at the beginning, finger spaces and full stops.</p> <p>Tricky words learnt written by sight in independent writing.</p>	<p>Orally rehearse and write a simple caption independently.</p> <p>Orally rehearse and write simple sentences during whole class guided writing sessions.</p> <p>Continue with letter formation practise, lower and upper case.</p> <p>A range of tricky words being written independently.</p>	<p>Writes a series of short sentences that follow on from the previous one.</p> <p>Uses known letter-sound correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spells phonically regular words with more than one syllable (e.g. carpet, children etc.)</p>	<p>Writes a series of short sentences that follow on from the previous one.</p> <p>Uses known letter-sound correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spells phonically regular words with more than one syllable (e.g. carpet, children etc.)</p> <p>Begins to make suggestions how to improve their work.</p>
<b>Literacy - Phonics/Reading</b>  <i>(Little Wandle Revised Letters and Sounds)</i>	<p>Ensure secure in all aspects of Phase 1.</p> <p>Begin Phase 2 sound recognition orally and by sight.</p> <p>Oral blending of CVC words. Whole class teaching with writing opportunities in every lesson.</p> <p>To begin to learn phase 2 HF and tricky words</p> <p>Reading books to begin being sent home. (Little Wandle Guided Reading book + Rocket Phonics unseen book)</p>	<p>Continue Phase 2 initial sounds and introduce Phase 2 tricky words.</p> <p>Oral blending and segmenting of CVC words.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To continue to learn phase 2 HF and tricky words</p>	<p>Begin Phase 3-sounds and tricky words.</p> <p>Introduce skills to read simple captions.</p> <p>Continue blending and segmenting orally and by sight using all sounds learnt from Phase 2 and Phase 3.</p>	<p>Continue Phase 3 digraphs, trigraphs and tricky words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, some common exception words.</p> <p>Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read all phase 3 sounds and tricky words. Begin Phase 4.</p> <p>Apply phonics knowledge when reading words, captions and sentences containing all Phase 2 and Phase 3 sounds.</p> <p>Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Confidently reads a series of short sentences with fluency.</p> <p>Read at least 10 digraphs within short sentences.</p> <p>Reads at least the 45 high frequency words for EYFS</p> <p>Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<b>High Frequency Words</b>  <i>(Little Wandle Revised Letters and Sounds)</i>	<p>I is the</p>	<p>as has and his</p>	<p>was you they my</p>	<p>Review all tricky words taught so far.</p>	<p>said so have like</p>	<p>Review all tricky words taught so far.</p>

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		her go no to into she me we he of be	by all are sure pure		some come love do were here little there says when what one out today	
Mathematics	Matching. Sorting & Comparing Numbers 1, 2, 3 Money Time Shape	Numbers 4, 5, 0 addition Money Time Shape Early doubling	Numbers 5, 6, 7 Money Time Shape Early doubling	Numbers 7, 8, 9, 10 Halving Doubling Sharing	Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing Numerical patterns (odds and evens)	Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing Numerical patterns (odds and eve
	Fluency and variation running through all terms. A focus on subitising and rapid recall on number facts throughout.					
Understanding the World	<b>All about me:</b> Talk about members of their immediate family and community. (PSED) Name and describe people who are Exploring our school and local community (Geography) familiar to them. (PSED) Five senses (Science) Body parts (science) Recognise some similarities and differences between life in this country and life in other countries (Geography)	Recognise that people have different beliefs and celebrate special times in different ways. (RE) Exploring and noticing things in the natural environment. (Geography) Light and dark (science) Shadows (science)	Recognise some environments that are different to the one in which they live. (Geography) Exploring simple maps and globes. (Geography)  Developing an awareness of different environments and how they differ to the one in which we live. (geography)  Farm animals and their young. (Science)	Explore the natural world around them. (Geography)  Famous landmarks and their famous buildings. (geography)  Developing an awareness of changes over time. (history)	Understand that some places are special to members of their community. (RE) Protecting the environment. (Geography) Planting and growing seeds (Science) Life cycles (science) Weather and seasons (science)	Comment on images of familiar situations in the past. (history)  Compare and contrast characters from stories, including figures from the past. (history)  Royal family past and present. (history)
Expressive Arts and Design	Develop storylines in their pretend play. Recognising colour and exploring colour mixing. Self-portraits. Expressing feelings towards artists work-Van Gough and Picasso.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Expressing their own ideas and feelings through music. Focus on creating textures using a variety of different media.	Respond to artwork and create own representations. Henri Rousseau  Singing, focusing on pitch and melody.	Create collaboratively sharing ideas, resources, and skills. Developing an awareness of patterns and colours-Kandinsky.  Performing as a group or solo, singing and dancing.	Listen attentively, move to and talk about music, expressing their feelings and responses. Concentrating on designing before building-how can you improve your work?	Watch and talk about dance and performance art, expressing their feelings and responses before creating their own representations.



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Term	Topic and curriculum area	Objectives
Autumn 1	<p><b>When I Grow Up I Want To Be...</b></p> <p><b>History</b></p> <p><b>Past &amp; Present ELG</b></p> <p><b>Science</b></p> <p><b>The Natural World ELG</b></p>	<p><u>My past, present, future</u></p> <p>Know who my family members are from the past and present and be able to talk about them by looking at photographs.</p> <p>Know that the future is time to come.</p> <p>Know about past and present events in their own lives and the lives of family members.</p> <p><u>Geography</u></p> <p>To use maps of the local area + google earth to explore our community.</p> <p><u>My Body</u></p> <p>Know the parts of the body including <b>head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin.</b></p> <p>Know the following facial features - <b>face, nose, ears, forehead, eyes, cheeks, chin, mouth.</b></p> <p>Know the following internal organs - <b>brain</b> (where we think), <b>lungs</b> (fill up with air when we breath), <b>heart</b> (pumps blood around our bodies).</p> <p><u>My 5 senses</u></p> <p>Know the five <b>senses</b> - <b>touch, taste, smell, sight, hearing.</b></p> <p>Know that senses are the way we learn about the world.</p> <p>Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is <b>deaf</b> or <b>blind</b>.</p>
Autumn 2	<p><b>Into the Woods</b></p> <p><b>Science</b></p> <p><b>People, culture and communities ELG</b></p> <p><b>(Diwali)</b></p> <p><b>The Natural World ELG</b></p>	<p><u>Light and shadows (linked to Diwali - festival of light)</u></p> <p>Know that <b>light</b> enables us to see</p> <p>Know that <b>darkness</b> is the absence of light</p> <p>Know that the following are <b>natural sources</b> of light - <b>Sun</b></p> <p>Know that the following are <b>man-made</b> sources of light - <b>Lightbulb</b>, television screen Know that a source is where the light begins or comes from.</p>

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		<p>Know that a <b>shadow</b> occurs when the light is blocked. Know explore making different shadows with your hand/puppets in torchlight/sunlight (shadow paintings on playground)</p> <p><b>Winter Link to Seasonal changes:</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Diwali Links</b> 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.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
Autumn 2	<p><b>Remembrance around the world</b></p> <p><b>History</b> <b>People, culture and communities ELG</b> <b>Past &amp; Present ELG</b></p>	<p><b>Remembrance Sunday</b> Know that Remembrance day is on the 11th November every year Know that it is an event that commemorates the end of World War 1, which ended on 'the 11th hour of the 11th day of the 11th month' in 1918. Know that we remember the people who have died in wars on Remembrance Sunday. Know that the <b>poppy</b> is used as a symbol of the day because they grew on the battlefields after World War 1 when many people died over a hundred years ago. Know that a poppy is a red flower. Know that paper poppies are sold every year in the weeks before Remembrance Sunday to raise money for soldiers and families of soldiers. Know that people also hold a two-minute <b>silence</b> to think about those who died.</p>
Spring 1	<p><b>All Creatures Great and Small</b></p> <p><b>Science</b> <b>Geography</b> <b>The Natural World ELG</b> <b>People, culture and communities ELG (Diwali)</b></p>	<p><b>The Natural world/Animals (science)</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. To make observations of animals and plants and explain why some things occur and talk about changes. To identify and name a variety of common animals.</p> <p><b>Chinese New Year Links</b> 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.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
Spring 2	<p><b>Long, Long Ago...</b></p> <p><b>History</b> <b>Science</b> <b>The Natural World ELG</b> <b>Past and Present ELG</b></p>	<p><b>Animals (science)</b> Link to dinosaur facts- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>History</b> To have an awareness of events beyond living memory that are significant nationally or globally. To show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Easter Links</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
Summer 1	<b>Amongst the Undergrowth</b>	<b>The Natural world/Animals (science)</b>

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	<p>Science Geography The Natural World ELG People, culture and communities ELG (Eid)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. To make observations of animals and plants and explain why some things occur and talk about changes. To identify and name a variety of common animals.</p> <p><u>Plants (science)</u> To identify and name a variety of common wild and garden plants. To understand what plants needs to grow (water, sunlight, soil)</p>
Summer 2	<p>Once Upon a Time...</p> <p>History Past and present ELG</p>	<p><u>History</u> To have am awareness of events beyond living memory that are significant nationally or globally. To show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Eid Links</u> 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.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>