

Conifers Primary School EYFS Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk for Writing Texts	The Little Red Hen	The Gingerbread Man	The Three Billy Goats Gruff How to Trap a Troll (Non-Fiction)	The Hungry Caterpillar	The Sleepy Bumblebee	How to Wash a Bumblebee (Non-Fiction)
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times answering questions about the stories they have heard. Follow instructions based on our school routine. Re-tell familiar stories. Wellcomm Speech and Language assessments.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times using fiction and Non-Fiction texts. Re-tell familiar stories and begin to invent new stories based on stories they know.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to familiar stories, talking about setting, beginning, middle and end. Retelling familiar stories and inventing new stories. Engage in non-fiction books.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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 a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Invent new stories based on story structures they have written. Use new vocabulary in different contexts.
	Learn new vocabulary		Listen carefully to rhymes and songs, paying attention to how they sound.		Use new vocabulary in different contexts	
	Use new vocabulary through the day		Learn and perform rhymes, poems (Poetry Basket), and songs.			
Personal, Social and Emotional Development	Be happy and confident to come to school and separate from their carer. See themselves as a valuable individual. Build relationships with their peers and with familiar adults in school. Express their feelings and consider the feelings of others. Begin to learn about the characteristics of learning. Jigsaw Puzzle 1 - Being me in my world Jigsaw Puzzle 2 -Celebrating difference		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Develop their characteristics of learning. Jigsaw Puzzle 3 - Dreams and goals Jigsaw Puzzle 4 - Healthy me		Think about the perspectives of others. Manage their own needs. Secure good characteristics of learning to ensure they are ready for Year 1. Jigsaw Puzzle 5 - Relationships Jigsaw Puzzle 6 - Changing me	
	These skills will be taught throughout the Reception year but have been split to provide a specific focus on them within each term.					
	Children will be taught about the ‘Zones of Regulation’ and revisit these continuously throughout the Year.					
Physical Development	To develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, dressing and undressing to go outside or for P.E Using one handed tools safely and correctly.	Develop their skills in rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop their balancing skills using a range of objects. Develop control of one handed tools.	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.	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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Participate in team games and sports day events.
	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 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					
Literacy	Read individual letters by saying the sounds for them. Ascribe meaning to their marks. Begin to write their name and letters that they have learnt during phonics. Begin to hear and write some initial sounds in words.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write their name using recognisable letters with most of the letters formed correctly. Hear and write the initial sounds in	Recognise some digraphs and trigraphs and use them in their reading and writing. Read a few common exception words matched to the school’s phonic programme.	Read simple phrases and sentences made up of words with known grapheme–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	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. To develop their writing skills to	To develop their writing skills to write labels, captions and sentences independently. Begin to use Capital letters at the beginning of the sentence and a full stop at the end.

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Phonics	Poetry Basket - learn, recite and perform (select poems to fit topic theme where possible)	words. Begin to stretch words to hear and write more sounds and CVC words.	To write their name accurately. To hear and write dominant sounds in words. Begin to write labels and captions.	enjoyment. To develop their writing skills to write labels, captions and sentences.	write labels, captions and sentences with increasing independence. Begin to use the handwriting lines where appropriate	Re-read what they have written to check that it makes sense.
	Little wandle Letters and sounds, Phase 2 s a t p i n m d g o c k c k e u r h b f l Securing the foundations of phonics through games. Blending and segmenting of words containing these sounds.	Little Wandle Letters and Sounds Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk Words with 's' at the end.	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear ear air er Words with double letters and longer words.	Revise phase 3. Words with two or more digraphs. Words ending with 'ing'.	Phase 4 CVCC, CCVC, CCVCC, CCCVC and CCCVCC short vowel words. Compound words. words ending in ing, ed, id,est.	Phase 4 CVCC, CCVC, CCVCC, CCCVC and CCCVCC long vowel words.
Mathematics White Rose Maths	Match and Sort Compare Amounts Compare size, mass & capacity Exploring Patterns	Representing 1,2 &3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Representing Numbers to 5 One more and less Circles and triangles, Shapes with 4 sides, Positional language	Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare Capacity 6, 7 & 8 Combining two amounts Making pairs	Length & height Time Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Compose and decompose	Doubling Sharing & grouping Even & Odd Spatial reasoning Visualise and build Deepening understanding Patterns & relationships Mapping
Understanding the World <i>People, Cultures and Communities</i> <i>Past and Present</i> <i>The Natural World</i>	Marvellous Me!	Let's Celebrate!	A Long Time Ago...	Out and About!	Global Adventures	Roar Me Hearties!
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Look at different occupations. Look at where people live and different types of houses.	Recognise that people have different beliefs and celebrate special times in different ways. Learn about Birthdays, Bonfire night, Diwali and Christmas.	Learn about Chinese New Year.	Look at simple maps of the Reception area and then of the school and of Weymouth. Journey to school maps. Look at Weymouth and the places they like to visit. Understand that some places are special to themselves, members of their family and their community.	Identify where we live on a world map and where the north and south poles are. Recognise and talk about some environments that are different to the one in which they live. Look at how other people live around the world.	Explore Weymouth and the seaside.
	Look at how they have changed from babies to 5 year olds and the changes between babies and grandparents. Introduce timelines.	Story of Guy Fawls.	Explore transport and how it has changed. Explore toys from the past and different household objects such as phones.	Look at some pictures of our school in the past and present.	Learn about some famous people from the past through stories e.g Amelia Earheart, Florence Nightingale, Neil Armstrong.	Learn about dinosaurs and develop an understanding of the past and the present. Learn about the seaside in the past and compare and contrast characters from stories.
	Explore the features of animals with a particular focus on humans. Name different body parts. Habitat focus - The Farm. Name farm animals and where they live. Explore fruit and vegetables and how to eat healthily. Explore their senses.	Explore Autumn. Investigate changes in materials eg. cornflour and water, melting chocolate. Investigate day and night and nocturnal animals.	Explore Winter Investigate floating and sinking and transporting objects. Investigate changing materials - ice	Explore Spring Habitat focus - Our gardens and minibeasts. Learn about the life cycle of plants, butterflies and tadpoles. Grow plants and learn how to care for them. Explore simple forces such as push and pull.	Habitat focus - Polar, rainforests and deserts. Explore Summer. Investigate the different properties of materials e.g making waterproof shelters for animals.	Habitat focus- Under the sea. Learn about recycling and ways to care for our environment. Look at the effects of plastic pollution on the oceans.
Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside and explore the world around them. Look at different religions, celebrations and places of importance throughout the year. Use technology for different purposes, investigating how it's used and how things work.						

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Expressive Arts and Design	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Learn and perform familiar songs including our Nativity songs. Investigate Listening and singing games on Charanga. Wassily Kandinsky (colour mixing/ paints)	Return to and build on their previous learning, refining ideas and developing their ability to represent them Introduce different percussion instruments and learn their names and how to play them. Introduce pitch and rhythm.	Create collaboratively sharing ideas, resources, and skills. Andy Goldsworthy Van Gogh Georgia O’Keefe	Listen attentively, move to and talk about music, expressing their feelings and responses. Listen to music from around the world and investigate their instruments. Look at art from around the world.	Watch and talk about dance and performance art, expressing their feelings and responses
	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.					