

Salway Ash Primary School
EYFS Long Term Overview – Early Adopter Framework

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real life experiences	<ul style="list-style-type: none"> Making playdough 	<ul style="list-style-type: none"> Cooking Healthy eating - soup 	<ul style="list-style-type: none"> Eating noodles Bug hunt; habitats 	<ul style="list-style-type: none"> Looking after animals/ plants Healthy eating Pancake day Valentine's day 	<ul style="list-style-type: none"> Construction; nails and hammers 	<ul style="list-style-type: none"> Family visit Healthy lifestyles
Events and celebrations	<ul style="list-style-type: none"> Harvest festival Black history month Diwali 	<ul style="list-style-type: none"> Anti-bulling week Children in need Fire work night Remembrance day Christmas 	<ul style="list-style-type: none"> Chinese new years 	<ul style="list-style-type: none"> World book day Easter 	<ul style="list-style-type: none"> Sun safety 	<ul style="list-style-type: none"> Sports day
Possibly themes	<i>Autumn Family/ All about me Halloween</i>	<i>Autumn; stick man Bonfire Christmas/ Christmas around the world</i>	<i>Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year</i>	<i>Life cycles – Frog/butterfly/plant Local Area</i>	<i>Planting/Gardening At the beach/ habitats</i>	<i>Summer holidays (past and present) Hot places Rockpools Under the sea</i>
Communication and Language	<p>Helicopter stories twice a week</p> <p>Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary and use through the day. Learn rhymes, poems, and songs.</p>	<p>Following and giving instructions – cooking</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>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</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>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>

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			with new knowledge and vocabulary.			
<i>Across the year</i>	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems, and songs.					
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs	
	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	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.
<i>Across the year</i>	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					
Phonics	Phase 1; highlighting initial sound Phase 2; set 1- 4	Phase 2: recap. Set 5 Phase 3; set 6-7	Phase 2/ 3 recap Phase 3: Consonant	Phase 2/3 recap Phase 3: Vowel digraphs	Recap and sight words Phonics	Recap and sight words Phonics

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			digraphs; Vowel digraphs Tricky words	Tricky words	interventions	interventions
<i>Books to guide literacy</i>	<ul style="list-style-type: none"> Where the wild things are Bringing the rain to Kapiti plain 	<ul style="list-style-type: none"> I am Henry Finch Halibut Jackson 	<ul style="list-style-type: none"> The magic paintbrush Little Red 	<ul style="list-style-type: none"> The tiny seed I will not ever eat a tomato 	<ul style="list-style-type: none"> Willy the wimp Hairy Maclary 	<ul style="list-style-type: none"> So much Oi Frog!
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Mark making both independently/ in choosing time and adult led activities.</p> <p>Begin to blend words given to them by an adult in story time and in every day conversations</p>	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	<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>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>Read 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>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>Begin to 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>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>
Mathematics	Unit 1; Numbers to 5/ Unit 2; Sorting/ Unit 3; Comparing groups within 5	Unit 4; Change within 5/ Unit 5; Time	Unit 6; Number bonds within 5/ Unit 7; Numbers to 10/ Unit 8;	Unit 9; Addition to 10/ Unit 10; Number bonds to 10/ Unit 11; Shape	Unit 12; Exploring patterns/ Unit 13; Counting on and counting back/ Unit	Unit 15; Numerical patterns/ Unit 16; Measure

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			Comparing numbers within 10.	and space	14; Numbers to 20		
Topic: subject to change	Toys		Charles in Prison	Weather	Food	Local geography	Local history
Understanding the World	Links to Science	Every day materials	Every day materials	Explore the natural world around them. Draw information from a simple map.		Recognise some environments that are different to the one in which they live. Draw information from a simple map.	
	Seasons taught across the year; Describe what they see, hear and feel whilst outside						
	Links to Religious Studies	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Different religions; Diwali; Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Understand that some places are special to members of their community.	

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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.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills. Layering within art – looking at Kandinsky; mixing colour	Listen attentively, move to and talk about music, expressing their feelings and responses Working with collage	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.						