

Upper Early Years EYFS Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter	
Possible Themes/Interests/Lines of Enquiry	Me & my community: Focuses on how the children are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them. Seasons: Summer / Autumn	Long ago: teaches children about how they have grown and changed since they were babies and how life in the past was different from today. Seasons: Autumn	Starry Night: teaches children about the importance of a good night’s sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. Seasons: Winter	Dangerous Dinosaurs: teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today. Seasons: Spring	Animal Safari: helps children to know about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. Seasons: Spring / Summer	Once upon a Time: helps children to learn, retell, write and act out familiar and traditional tales such as Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff. Seasons: Summer	
Communication and Language	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.	
	Learn new vocabulary Use new vocabulary through the day						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.		
	NB. 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.	
	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						
Literacy	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 matched to the school’s phonic programme.	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 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.	
Phonics	Phase 1	Phase 1 / 2	Aspect 2 / 3	Phase 3 / 4	Aspect Phase 4 / 5	Phase 5	
Mathematics	Match, sort and compare Talk about Measure and Pattern Introduce 1,2,and 3	Numbers 1.2.3.4.5 Sorting Composition Shapes	Numbers Addition Measuring Shapes	Alive in 5 Mass and capacity 6,7,8 Measuring / time	To 20 and beyond Addition / Subtraction Shapes	Sharing and grouping Positional language Patterns	

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Understanding the World	Talk about members of their immediate family and community using photos as a prompt. Name and describe people who have helped us at different times throughout our lives. Look at toys from past and present and compare them. Kapow History Unit 2: Lesson 1 Family Tree. Positioning images of children, parents and grandparents on a family tree to show who is older and younger. Kapow History Unit 1: Lesson 2 Past and Present. Making simple observations and deciding whether photographs depict the past. Lesson 4 Toy Box. Observing a range of toys; recognising similarities and differences between the past and present.	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. 11th November: Kapow History Unit: Lesson 6 Remembrance. Kapow Geography Unit 3: Around the World. Lesson 1 – Comparing our local environment to other places around the world.	Recognise some environments that are different to the one in which they live. Kapow Geography Unit 2: Lesson 3 – Exploring the weather. Lesson 5 – Seasons. Lesson 6 – Dress the teddy according to the season and weather. Kapow Geography Unit 3: Around the World. Exploring World landscapes and polar/dessert regions.	Understand that some places are special to members of their community. Understanding how we have changed from when we were a baby. Life cycles Kapow History Unit 2: Lesson 3 My Life Timeline.	Explore the natural world around them. Draw information from a simple map. How has our local area changed through time. Kapow Geography Unit 1 Exploring Maps topic.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Kapow History Unit 2: Lesson 3 - Wearing the Crown. Kings and queens (monarchy). Lesson 4 - Picture detective. Using photographs and stories to compare the past with the present day. Lesson 5 - Transport through time.
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
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.	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
	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.					