

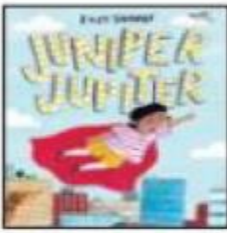


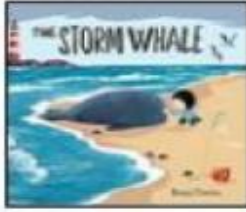


St Cuthbert's Catholic Primary School  
EYFS Long Term Overview – Foundation Two (4 -5 Years)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Based Learning Themes	Friendship &Animals	Stars & Space	Traditional Tales	Growing	Superheroes	Seaside
Possible Interests/Lines of Enquiry	Myself / Being Healthy Starting School Friendships / Emotions Halloween Autumn / Nocturnal Animals	Birthdays Light & Dark Space Diwali / Bonfire Night Christmas	Toys (in our lifetime) Celebrations (CNY, VD, PT) Winter Traditional Tales	Growing - Spring Lifecycles Dinosaurs Sports/World cup/Olympics  FARM VISIT	Good News / Friends Jungle Animals Superheroes (+ real life) Road Safety  FIRESTATION VISIT	Our World (CAFOD) Sea Creatures Summer/Holidays EYFSPs/Transition  BEACH VISIT
Communication and Language	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is so important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is so important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is so important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is so important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is so important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is so important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop social phrases.</li> <li>Engage in story times.</li> </ul>		<ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Explain how things work and why they might happen.</li> </ul>		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities</li> </ul>	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Manage their own needs.</li> </ul>		<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Think about the perspective of others.</li> </ul>	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Crawling</li> <li>- Walking</li> <li>- Jumping</li> <li>- Running</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Climbing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving with developing control and grace.</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks. Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Catching</li> <li>- Kicking</li> <li>- Passing</li> <li>- Batting</li> <li>-Aiming</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Meal times</li> <li>- Personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy eating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of 'screen time'</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop their small motor skills so they can use a range of tools competently, safely and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop their small motor skills so they can use a range of tools competently, safely and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop..</li> </ul>
Phonics	<b>Set 1 A</b>	<b>Set 1 B</b>	<b>Set 1 C</b>	<b>Ditty</b>	<b>Red Ditty</b>	<b>Green</b>

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Mathematics	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Explore the composition of numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> <li>Compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond 10</li> </ul>	<ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0-10.</li> </ul>
	<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>		<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.</li> </ul>	
Understanding the World	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.                             <ul style="list-style-type: none"> <li>Describe what they see, hear, and feel whilst outside.</li> <li>Explore the natural world around them</li> </ul> </li> </ul>					
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</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> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> </ul>
	<ul style="list-style-type: none"> <li>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					

Foundation Suggested Progressive Sequence					
A	B	C	D	E	F
<b>The Something</b>	<b>Star in a Jar</b>	<b>Juniper Jupiter</b>	<b>Little Red</b>	<b>The Extraordinary Gardener</b>	<b>The Storm Whale</b>
					
Writing Outcome & Writing Purpose					
<b>Narrative: A Losing Story</b>	<b>Narrative: A Finding Story</b>	<b>Narrative: A Superhero Story</b>	<b>Narrative: A Traditional Tale</b>	<b>Narrative: A transformational Story</b>	<b>Narrative: A Friendship Story</b>
<b>Purpose: To tell and write a losing story</b>	<b>Purpose: To tell and write a finding story</b>	<b>Purpose: To tell and write a superhero Story</b>	<b>Purpose: To tell and write a traditional tale</b>	<b>Purpose: To tell and write a transformational story</b>	<b>Purpose: To tell and write a friendship story</b>
<b>Recount: Animal Information</b>	<b>Information: Poster to find a lost star</b>	<b>Information: A letter wanting to be a sidekick</b>	<b>Instructions: How to trap an animal</b>	<b>Instructions: How to grow a garden plant / vegetable</b>	<b>Poems: Sea creature poems</b>
<b>Purpose: To inform</b>	<b>Purpose: To inform (and describe)</b>	<b>Purpose: To inform</b>	<b>Purpose: To instruct</b>	<b>Purpose: To instruct</b>	<b>Purpose: To describe</b>
EYFS Themes					
<b>Friendship &amp; Animals</b>	<b>Stars &amp; Space</b>	<b>Superhero</b>	<b>Traditional Tales</b>	<b>Growing</b>	<b>Seaside</b>