

St Cuthbert's & St Sebastian's Catholic Primary School
EYFS Long Term Overview – 2 Year Olds & Foundation One (2-4 Years)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests/Lines of Enquiry	Name (sense of self) My Home Halloween Autumn	Colours Diwali/Fireworks Christmas Nursery Rhymes Stars & Moon	Toys Weather / Birdwatching Celebrations (CNY, VD, PT)	Festival of Holi Growing / Minibeasts Teddy bears / Brown Bear Dinosaurs	Pet Animals Who Can Help? (school, home, shops etc) On the move (using our bodies)	Pirates & Mermaids Summer Holidays Our Community Transition
Communication and Language	<ul style="list-style-type: none"> Listens with interest to the noise's adults make when they read stories Start to develop conversation, often jumping from topic to topic. 	<ul style="list-style-type: none"> Identifies action words by following simple instructions, e.g. Show me jumping Listen to simple stories and understand what is happening, with the help of the pictures. 	<ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. 	<ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall Beginning to understand why and how questions Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Seeks out companionship with adults and other children, sharing experiences and play ideas Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 		<ul style="list-style-type: none"> Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 		<ul style="list-style-type: none"> Practices skills of assertion, negotiation and compromise and looks to a supportive Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Be increasingly able to talk about and manage their emotions. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 	
<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"> Turns pages in a book, sometimes several at once 	<ul style="list-style-type: none"> Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools 	Walk, run, jump and climb – and start to use the stairs independently.	<ul style="list-style-type: none"> Enjoy starting to kick, throw and catch balls 	<ul style="list-style-type: none"> Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride 	Build independently with a range of appropriate resources.
<ul style="list-style-type: none"> Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 						
Literacy	Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories.		Ask questions about the book. Make comments and shares their own ideas.	Enjoy drawing freely. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	<ul style="list-style-type: none"> Make marks on their picture to stand for their name.
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1

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Mathematics	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.	Compare amounts, saying 'lots', 'more' or 'same'.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Notice patterns and arrange things in patterns.
Understanding the World	Make connections between the features of their family and other families. Notice differences between people		Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting		Explore materials with different properties.	
	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	<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	<ul style="list-style-type: none"> Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 	<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another 	<ul style="list-style-type: none"> Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
	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.					