

St Cuthbert's & St Sebastian's Catholic Primary School

EYFS Long Term Overview – Foundation One (3-4 Years)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests/Lines of Enquiry	Myself / My body / My senses My Family Halloween Autumn	Colours Fireworks/Diwali Christmas Nursery Rhymes Space	Toys (in our lifetime) Celebrations (CNY, VD, PT) Weather Bird watching	Festival of Holi How do things Grow? (veg/plants) Teddy Bears Picnic Dinosaurs	Farm Animals People who help us Transport (Vehicles)	Recycling & Environment Pirates & Mermaids Summer Holidays Transition
Communication and Language	<ul style="list-style-type: none">Can pay attention to one thing at a time.	<ul style="list-style-type: none">Enjoy listening to longer stories and can remember much of what happens.	<ul style="list-style-type: none">Understand a question or instruction.	<ul style="list-style-type: none">Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	<ul style="list-style-type: none">Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	<ul style="list-style-type: none">Use a wider range of vocabulary.
	<ul style="list-style-type: none">Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books and be able to tell a long story.		<ul style="list-style-type: none">Use longer sentences of four to six words.Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions		<ul style="list-style-type: none">Can start a conversation with an adult or a friend and continue it for many turns.Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	
Personal, Social and Emotional Development	<ul style="list-style-type: none">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.Become more outgoing with unfamiliar people, in the safe context of their setting.Show more confidence in new social situations.Play with one or more other children, extending and elaborating play ideasTalk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.		<ul style="list-style-type: none">Develop their sense of responsibility and membership of community.Increasingly follow rules, understanding why they are important.Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.		<ul style="list-style-type: none">Do not always need an adult to remind them of a rule.Develop appropriate ways of being assertive.Talk with others to solve conflicts.Begin to understand how others might be feeling.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	<ul style="list-style-type: none">Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills.	<ul style="list-style-type: none">Skip, hop, stand on one leg and hold and pose for a game like musical statues.Go up steps and stairs, or climb up apparatus, using alternate feet.	<ul style="list-style-type: none">Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.	<ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.	<ul style="list-style-type: none">Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	<ul style="list-style-type: none">Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.Start taking part in some group activities which they make up for themselves or in teams.
	<ul style="list-style-type: none">Start to eat independently and learning how to use a knife and fork.Show a preference for a dominant hand.	<ul style="list-style-type: none">Use a comfortable grip with good control when holding pens and pencils.	<ul style="list-style-type: none">Use one handed tools and equipment, for example, making snips in paper and scissors.	<ul style="list-style-type: none">Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips.	<ul style="list-style-type: none">Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly.	<ul style="list-style-type: none">Make healthy choices about food, drink, activity and tooth brushing.
Literacy	<ul style="list-style-type: none">Understand the five key concepts about print:<ul style="list-style-type: none">- Print has meaning- Print can have different purposes- We read English text from left to right and from top to bottom.- The names of the different parts of a book- Page sequencing		<ul style="list-style-type: none">Develop their phonological awareness so that they can:<ul style="list-style-type: none">- Spot and suggest rhymes- Count or clap syllables in a word- Recognise words with the same initial sound, such as money and mother.	<ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.	<ul style="list-style-type: none">Write some or all of their name.
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Set 1	Set 1
Mathematics	<ul style="list-style-type: none">Say one number for each item in order: 1,2,3,4,5.Know that the last number reached when counting a small set of objects	<ul style="list-style-type: none">Show ‘finger numbers’ up to 5.	<ul style="list-style-type: none">Fast recognition of up to 3 objects, without having to count them individually (subitising).Recite numbers past 5.	<ul style="list-style-type: none">Link numerals and amounts.Experiment with their own symbols and marks as well as numerals.	<ul style="list-style-type: none">Solve real world mathematical problems with numbers up to 5.	<ul style="list-style-type: none">Link numerals and amounts.Experiment with their own symbols and marks as well as numerals.

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	tells you how many there are in total (cardinal principle)					
	<ul style="list-style-type: none"> Compare quantities using language 'more than' 'fewer than'. 	<ul style="list-style-type: none"> Talk about and identify the patterns around them. For example, stripes on clothes. Use informal language like 'pointy', 'spotty', and 'blobs'. 	<ul style="list-style-type: none"> Discuss routes and locations, using words like in front of and behind. Understand position through words alone with no pointing. 	<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones. 	<ul style="list-style-type: none"> Describe a familiar route. Begin to describe a sequence of events, real or fictional, using words such as first, then 	<ul style="list-style-type: none"> Select shapes appropriately (flat surfaces for building, a triangular prism for a roof). Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.
Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Explore the natural world around them. Draw information from a simple map. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	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"> Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> 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.					