

St Cuthbert's & St Sebastian's Catholic Primary School  
EYFS Long Term Overview – Foundation 2 (4-5yrs Development Matters)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Myself / Being Healthy Friendships / Emotions Halloween Autumn / Nocturnal Animals	Light & Dark Space Diwali / Bonfire Night Christmas Nursery Rhymes	Toys (in the past) Celebrations (CNY, VD, PT) Winter	Growing – Spring/lifecycles Dinosaurs Holi Healthy Eating	Jungle Animals Superheroes Road Safety	Our World (CAFOD) Sea Creatures Summer/Holidays Getting ready for Y1 /Transition
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.
Vocabulary	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.			Use new vocabulary in different contexts		
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.	
	<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	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						
Phonics	Read Write Inc: Set 1	Read Write Inc: Set 1B	Read Write Inc: Set 1C	Read Write Inc: Ditty	Read Write Inc: Red Ditty	Read Write Inc: Green
Mathematics	Matching, Sorting & Comparing Numbers 1, 2, 3 Money Time Shape	Numbers 4, 5, 0 Money Time Shape Early doubling	Numbers 5, 6, 7 Money Time Shape Early doubling	Numbers 7, 8, 9, 10 Halving Doubling Sharing	Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing	Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	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.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	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.					

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<p><b>Expressive Arts and Design</b></p>	<p>Develop storylines in their pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
<p>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.</p>						