

Millfields First School
EYFS Long Term Overview – Early Years Foundation Stage Framework (Pre-School)



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	I wonder what's special School rules and routines, families, homes, all about me, weather, rainbows, special times etc	I wonder what people celebrate Variety of celebrations and festivals such as Diwali, bonfire night, Christmas and any other relevant to experiences and learning	I wonder what's in the woods woodland animals, nature, stickman, gruffalo, seasons	I wonder once upon a time focus on a range of traditional tales such as gingerbread man, 3 billy goats gruff, red riding hood, goldilocks etc.	I wonder what's out of this world Focus on different sorts of dinosaurs, fossils, how the world looked millions of years ago as well as space, aliens, fairies and anything else out of this world.	I wonder what's in the sea Celebrate everything about the ocean. From sea animals and plants to boats and pirates, submarines, divers and sharks.
Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	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. 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	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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Jigsaw program and objectives included.		Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing. Jigsaw program and objectives included.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the pre-school year.</i>						
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	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. 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.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
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	Understand the five key concepts about print: • 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	Understand the five key concepts about print: • 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	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	.Engage in extended conversations about stories, learning new vocabulary.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name	Write some letters accurately.

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Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Experiment with their own symbols and marks as well as numerals</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Recite numbers past 5. Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Say one number for each item in order: 1,2,3,4,5 Compare quantities using language: 'more than', 'fewer than'</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Describe a familiar route</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Remember and sing entire songs.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore colour and colour mixing.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</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>						