



St. Christopher's EYFS

EYFS Long Term Overview – FS1

Area of Learning	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Healthy Me	Spring 2 Life on Land	Summer 1 What do Adults Do All Day	Summer 2 Life Under the Water
Communication and Language	<p>Develop listening skills as part of a small group.</p> <p>Join in with repeated refrains in stories and songs.</p> <p>Answer simple questions about themselves and their environment.</p> <p>Tune into environmental and instrumental sounds.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p>	<p>Join in with 1:1 conversations with a familiar adult or friend.</p> <p>Take turns when talking.</p> <p>Answer simple what, where and when questions.</p> <p>Follow simple instructions involving two parts.</p> <p>Develop awareness of rhythm and voice sounds.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Respond to conversations and stories that they have heard.</p> <p>Remember some elements from a story.</p> <p>Answer simple who questions.</p> <p>Begin to describe actions and events.</p>	<p>Talk about what is happening.</p> <p>Talk about an event in the past tense.</p> <p>Use time words in talk.</p> <p>Start and continue a conversation.</p> <p>Use 4-6 word sentences when speaking.</p> <p>Ask simple questions.</p> <p>Develop awareness of alliteration and rhyme.</p>	<p>Engage with fiction and non-fiction books.</p> <p>Follow instructions involving prepositions.</p> <p>Use describing words in sentences.</p> <p>Use new vocabulary in different contexts</p>	<p>Retell simple stories.</p> <p>Give their opinion.</p> <p>Use talk to organise their play and ideas.</p> <p>Listen with interest to what others are saying.</p>
Personal, Social and Emotional Development	<p>Understand what it feels like to belong and that we are all similar and different.</p> <p>Know how they are feeling and how this can be expressed.</p> <p>Know that all families are different.</p>		<p>Develop resilience and perseverance skills.</p> <p>Know what the word 'healthy' means and know some ways to stay healthy.</p>		<p>Join in with others in their play.</p> <p>Know how to make friends.</p> <p>Develop independence with personal hygiene.</p>	
Physical Development	<p>Move around a space safely.</p> <p>Develop the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>I am learning to skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>	<p>Develop the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Obstacle Courses</p>	<p>Develop the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Throw, catch and kick a ball.</p>	<p>Develop the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Introduce different sports e.g. badminton</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Sports Day</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Swimming – Water Safety</p>
Literacy	<p>Join in with repeated refrains in songs and stories.</p> <p>Handle books with care.</p> <p>Talk about stories they like.</p> <p>Talk about the marks they make.</p>	<p>Join in with repeated refrains in songs and stories.</p> <p>Handle books with care.</p> <p>Talk about stories they like.</p> <p>Talk about the marks they make</p>	<p>Talk about key events in a song, poem, book.</p> <p>Use some shapes in their writing.</p>	<p>Talk about key events in a song, poem, book.</p> <p>Use some shapes in their writing.</p>	<p>Act out parts of a familiar story.</p> <p>Recognise familiar signs and labels.</p> <p>Write some letters from their name.</p>	<p>Retell a story using words from the text.</p> <p>Recognise familiar signs and labels.</p> <p>Write most letters from their name.</p> <p>Represent the initial sound in a word.</p>
Core Text	Three Little Pigs	The Gingerbread Man The Emperor's Egg The Nativity	The Enormous Turnip	Jack and the Beanstalk	The Elves and the Shoemaker What do grown ups do all day? All through the night	Clean Up
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Mathematics	<p>Counting 'how many'?</p> <p>Comparing groups of objects</p> <p>Comparing objects e.g. tallest building etc</p> <p>Exploring simple repeating patterns</p>	<p>Consolidating work on patterns—copy and continue simple repeated patterns</p> <p>Exploring triangles</p> <p>Sorting objects in different ways</p> <p>Ordering objects by height or length.</p> <p>Introduce numerals 1 and 2</p>	<p>Comparing quantities</p> <p>Recognising when there is more/less or same</p> <p>Subitising with numbers to 3</p> <p>Reciting numbers beyond 5</p> <p>Consolidating numbers to 5</p> <p>Counting objects/things that cannot be moved</p>	<p>Revising numerals 1, 2 and 3 and introducing numeral 4</p> <p>Comparing amounts more/less and matching to numeral</p> <p>Revising shapes circle and triangle and introducing squares and rectangles</p> <p>Know what a 'side' on a shape is</p> <p>Know what a 'corner' on a shape is</p>	<p>Revising numerals 1-4 and introducing 5</p> <p>Days of the week/sequencing events/spotting mistakes in sequences</p> <p>Capacity—ordering three containers by capacity</p> <p>Vocabulary linked to capacity</p>	<p>Positional Language</p> <p>Describing a familiar route</p> <p>Exploring 2D and 3D shapes—using them for a purpose</p> <p>Exploring mathematical problems</p> <p>Developing understanding of the conservation of number</p>
Understanding the World	<p>Exploring our senses through practical activities e.g. scented playdough, textured paint etc</p> <p>Who is in my family? And Where do I live?</p> <p>What can I do now that I couldn't do as a baby?</p>	<p>Learning about some different festivals and celebrations including: Diwali, Bonfire Night, Remembrance Day, Christmas</p>	<p>Making food for a picnic</p> <p>Using senses to explore natural materials</p> <p>Exploring fruit in different forms and temperatures</p> <p>Matching pips/seeds to fruits</p>	<p>Exploring climates and habitats e.g. under the sea, jungle, desert, polar regions etc</p> <p>What animals live in these different habitats?</p>	<p>Visitors with different professions & visit to PRMC</p> <p>Know that different people have different jobs.</p> <p>Simple science experiments – melting/freezing, shadow/light</p>	<p>Explore the natural world around them – Beach school</p> <p>Identify creatures that live under the water.</p> <p>Compare sea creatures in different locations e.g. Antarctica and coral reef</p>

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	<p>Exploring different homes from around the world. Similarities and differences between the people in our group.</p>	<p>Learning about some of the different ways people celebrate e.g. music, food, decorations etc Noticing and talking about changes in the weather and seasons. Noticing and talking about changes in our environment. Visit to Supermarket and Cafe</p>	<p>Growing and harvesting vegetables and fruits Importance of hydration and clean water Life cycle of a plant Lunar New Year Dentist Visit PRMC Visit</p>	<p>How do people live in these different environments? Looking after our school garden Exploring Four Corners—What plants and creatures can we find? Planting—visit to allotment/school garden Looking after living things—Rhino Beetle Talking about events from the past e.g. family holiday/weddings Ramadan Easter</p>		<p>Marine pollution and recycling Nautilus Project</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
<p>Expressive Arts and Design</p>	<p>Dance—exploring different genres of music Singing familiar songs—Wind the bobbin up Self portraits—line drawings, paint Mixing colours Malleable—birthday cakes Role Play—Home corner Making musical instruments—visit from musicians Designing our dream home</p>	<p>Designing and making a spoon puppet Dance—learning actions to familiar songs, linking movements to music Singing—Learning songs for the Nativity Performance Role Play—Café/Party Christmas Crafts World Nursery Rhyme Week</p>	<p>Artist Focus—Kandinsky Planning out ideas before making them e.g. designing pizza Collage—combining materials to create a collaborative piece of art work. Design and make a pizza Artist— Giuseppe Arcimboldo Role Play—Hospital/Doctor's Surgery</p>	<p>Large scale, vertical art with circles and horizontal lines Music appreciation—talking about whether I like or dislike it Exploring textures—fruit peels etc Woodworking—using tools and equipment safely Mud kitchen—making perfumes and paint with natural materials Making spoon puppets Making telescopes/binoculars/maps</p>	<p>Music—keeping in time to a beat, tapping out a rhythm Collaborative art project—Herve Tullet Design and make cupcakes Artist focus—Sir Frank Bowling Exploring different ways of applying paint</p>	<p>Junk modelling—designing different homes for different environments. Exploring letters through art e.g. graffiti Exploring the art of Frida Kahlo Exploring different architecture around Gibraltar and Spain Woodworking using tools to create models—joining materials together Planning designs for woodwork/junk modelling Joining in with the beat to different musical genres</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>						

For a more detailed breakdown of skill progression, see the following documents:

[Jigsaw – Curriculum Overview](#)

[MyHappyMind – Curriculum Overview and skill progression](#)

[Phonics - RWI](#)