



St. Christopher's EYFS

EYFS Long Term Overview – FS2

Area of Learning	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 In a Land Far Away	Spring 2 What Do Adults Do All Day or How Does Your Garden Grow	Summer 1 Food Glorious Food or When I Grow Up I Want To Be	Summer 2 I Wonder Who Lives There?
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Talking about families and themselves Listening skills—games and story time Exploring tenses through Plan, Do and Review Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	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. Use new vocabulary in different contexts	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.
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. Explore net games—tennis/badminton etc	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	Read individual letters by saying the sounds for them. Recalling details from a story Writing own name	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Stories linked to seasons and weather Exploring stories with rhyme Consolidating letter formation Writing letters to Father Christmas	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Phonics	Set 1	Set 1	Set 2	Set 2	Set 3	Set 3
Mathematics	Measures—How tall are you? Comparing heights—Who is the tallest/shortest? Counting objects and pictures—matching 1:1 Subitizing/Composition of numbers to 5. Number rhymes Sorting the class by different features e.g. hair, eye colour etc	Representing 1, 2, 3, 4, 5 Composition of 1, 2, 3, 4, 5 Subitise/Compare 1, 2, 3 One more/One Less Regular 2D shapes—creating shape pictures Positional Language and language of time e.g. first, next, last etc	Composition of numbers 6, 7, 8 Subitise numbers to 5 Understand numbers can be made of different parts Making pairs/Combining two groups Investigating height/length/time Days of the Week	Comparing numbers to 10 Sorting 9 and 10 Ordering numerals to 10 Subitise to 10/ten frames Counting on and back Exploring 3D shapes and patterns	Building numbers beyond 10 Counting patterns beyond 10 Reciting number names beyond 20 Spatial reasoning Exploring adding and taking away	Doubling, sharing and grouping. Looking at even and odd numbers Deepening understanding of problem solving. Patterns and relationships. Spatial reasoning.

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Understanding the World	<p>Talk about members of their immediate family and community. What's inside our body? Walk around Four Corners Creating a map of Four Corners Where do you live? Who are your neighbours? Looking at countries that are near us Spain/Morocco</p>	<p>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. Our Earth—seasons, climates, weather and understanding that these can be different in different parts of the world</p>	<p>Recognise some environments that are different to the one in which they live. Comparing life in Gibraltar to life in a different country e.g. Australia, The Falklands or the Arctic. Climate—what is it? Comparing different climates—which animals survive there/how do people adapt? Finding out more about explorers and scientists— Ernest Shackleton/Jane Goodall/Amelia Earhart</p>	<p>Understand that some places are special to members of their community. Festivals and Celebrations: Ramadan and Easter Finding out about different occupations Exploring historical figures—Mother Theresa Comparing differences and similarities between familiar objects now and in the past e.g. home appliances, computers etc</p>	<p>Explore the natural world around them. Draw information from a simple map. Making butter—noticing changes in state Exploring life cycle of plants and animals</p>	<p>Comment on images of familiar situations in the past. Looking at ways in which we can help to look after our environment Exploring different materials and textures. Finding out about a variety of sea creatures and animals and discuss similarities and differences and habitats.</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>Develop storylines in their pretend play. Explore line and shape Colour mixing</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Act out a simple narrative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them Exploring shapes through art</p>	<p>Create collaboratively sharing ideas, resources, and skills. Music—keeping in time to a beat, tapping out a rhythm</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Create 3D representations Exploring structure Music appreciation</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:

Music – Charanga Skill Progression

Jigsaw – Curriculum Overview

MyHappyMind – Curriculum Overview and skill progression

Phonics - RWI