

EYFS Long Term Overview 2024-2025

Launceston Pre-School



Completed by Danielle Payne Pre-school Manager

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme/ Possible Themes /Interests/Lines of Enquiry		All about me Settling back in. Starting Pre-School/ New beginnings. Meeting new friends. My family, home, community. Feelings and emotions. New rules and routine of pre-school	Celebrations Halloween Harvest Diwali Bonfire night Remembrance day Christmas	Changes in the world/ growing Chinese new year- Snake Planting Life cycles Valentines day	New life/ Occupations/ people who help us Spring Dentist, doctors, vets, police, fire fighters Mothers day	Growing in confidence Taking risks- bikes, balancing, new skills Forces- weights, sinking/ floating, magnets	Exciting changes Going to school Who are we Look how far we have come Fathers day
Key Texts	Fiction	Rhymes and stories to be added every term (6- see phonics planning)		Rhymes and stories to be added every term (6- see phonics planning)		Rhymes and stories to be added every term (6- see phonics planning)	
	Non-	Newspapers		Newspapers		Newspapers	

EYFS Long Term Overview 2024-2025

fiction available	Recipe Books Catalogues Magazines	Recipe Books Catalogues Magazines	Recipe Books Catalogues Magazines
Communication and Language	<p>We aim to become confident communicators Who can copy words and gestures. Who can understand simple instructions.</p>		
	<p>Who can pay attention to more than one thing at a time, which can be difficult. Who can use a wider range of vocabulary.</p>		
<p><u>Listening, Attention</u></p>			
<ul style="list-style-type: none"> • Listen for our names. • Sit for a short while and progress to even longer. • Listen to a story, recall it or give an alternative ending. • Remember and recall most or all of a nursery rhyme • Can we repeat sounds we hear? 			
<p><u>Understanding:</u></p>			
<ul style="list-style-type: none"> • Can we follow instructions from adult and then our peers? • Can we discuss what happened and might happen next, what we would like to happen? • Can we understand action words 			
<p><u>Speaking:</u></p>			
<ul style="list-style-type: none"> • Begin using our words to help us to get what we need and want • Can we use language to make friends • Use makaton to help support our language as a group • Be confident to ask questions, to pretend and imagine, share our thoughts and feelings • Putting our words together to make sentences. 			

EYFS Long Term Overview 2024-2025

- Understand how to listen carefully and why listening is important.
- Feel confident to speak to an adult about their needs, wants and interests.
- Engage in story times, non-fiction reading resources and nursery rhymes
 - Use feeling words and listen to the feelings of others.
 - Share their ideas and listen to the ideas of others.
 - Learn new words to describe their environment
 - Describe events in some detail.
 - Show an understanding of action words and use them when talking.
 - Use talk in pretend play.
 - Talk about stories they have heard in more detail.
 - Explain how things work and why they might happen.
- Listen to stories and rhymes and be able to join in with repeated refrains.
 - Engage in non-fiction books.
- Listen to stories and retell them, perhaps make up an alternative ending.
 - Build up longer sentences, joining more words together.
 - Build a wide range of vocabulary which they feel confident using.

Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings, join in with Makaton
ECAT group work	Focus group for children not achieving communication and language checkpoints. Building skills in listening, understanding and confidence with speaking.
Little Wandle	Begin to learn phonics starting with the simple sounds and progressing to more complex sounds.
Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs.
Free play	Learn new vocabulary, ask questions, communicate their needs, wants and interests.

Personal,
Social
and
Emotiona
l

We aim to become independent individuals Who can feel strong enough to express a range of emotions. Who can grow in confidence, rejecting help 'me do it'. Sometimes it leads to feelings of frustration and tantrums. Who can show more confidence in new social situations. Who can increasingly follow rules, understanding why they are important.

EYFS Long Term Overview 2024-2025

Self Regulation:

- Learn that others have feelings and that our actions may affect how others feel.
- Learn that our actions have consequences.
- Learn that our own needs cannot always be met and manage their disappointment when this happens.
- Follow and listen to what the adults says even when engaged in another activity. Lots of support and encouragement needed for the younger children.
- Awareness of behavioural expectations and boundaries, follow the day to day routines such as circle time.

Managing Self:

- Take risks and keep persevering when activities don't go our way.
- Confidently share with others their own needs, interests' opinions with a familiar adult and later on, their peers.
- Show an understanding of why we need rules and how they keep us safe.
- Become confident in toileting and hygiene routines.
- Build an understanding of why we need to make healthy choices in regards to eating and drinking and why we need to take part in hygienic routines such as teeth brushing.

Building Relationships:

- Plays cooperatively and take turns with others during play.
 - Can separate from their main carers and come into the setting confidently..
 - Form positive attachments with known adults and friendships with peers.
 - Be kind to others and listen and respond to the needs of others.
- See themselves as a valuable individual.
 - Build relationships with staff and children.
 - Express their feelings and consider the feelings of others.
 - Show resilience and perseverance in the face of challenge.

EYFS Long Term Overview 2024-2025

	<ul style="list-style-type: none"> ▪ Begin to manage their feelings in an appropriate way. <ul style="list-style-type: none"> ▪ Think about the perspective of others. ▪ Understand our needs can't always be met. <ul style="list-style-type: none"> ▪ Manage their needs. 	
	<p style="text-align: center;">Relationships:</p> <ul style="list-style-type: none"> ▪ Children's own family and family life. ▪ Safe Relationships – stranger danger, appropriate behaviour <ul style="list-style-type: none"> ▪ Looking at what makes us different. <ul style="list-style-type: none"> ▪ Making friends. ▪ Exploring feelings of loneliness. ▪ Exploring the emotion of happiness. ▪ Empathizing with characters from the story. How do they feel? <p style="text-align: center;">Health and Wellbeing:</p> <ul style="list-style-type: none"> ▪ Physical health and mental wellbeing – healthy living, healthy eating, hygiene. <ul style="list-style-type: none"> ▪ Growing up healthy. ▪ Keeping safe. Sun safety, road safety, stranger awareness <p style="text-align: center;">Living in the Wider World:</p> <ul style="list-style-type: none"> ▪ Talk about feelings of others. ▪ Celebrating birthdays and individual achievements or changes – new baby <ul style="list-style-type: none"> ▪ Remember presents and things they did on their birthday. <ul style="list-style-type: none"> ▪ Recall surprises in our own lives. ▪ Looking at the lives of others. 	
	Daily Routines	Self-registration, makaton signs, wake and shake activity. Changing into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home, follow the class behaviour expectations, to be kind, safe and respectful.
	Small group	Build relationships with others, see themselves as a valued individual, take risks, give focussed attention and

EYFS Long Term Overview 2024-2025

	activity	follow instructions.
	Free play	Build relationships with others, see themselves as a valued individual, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others
	Story Time	Experience, explore and talk about positive relationships, feelings and emotion, diversity
Physical Development	<p>We aim to become amazing athletes Who can sit on a push-a-long wheeled toy, use a scooter or ride a tricycle. Who can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>And a talented tool user Who can develop manipulation and control. Who can show a preference for a dominant hand.</p>	
	<p><u>Gross Motor Skills:</u></p> <ul style="list-style-type: none"> • Pedal a bike confidently. • Throw and catch a large ball. • Move in different ways such as run, crawl and hop. • Climb steps using alternate feet. <p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> • Hold a pencil near point and show good control. • Uses scissors to make small snips in paper. • Uses a hammer to place nails into soft items • Uses a saw to cut thin pieces of wood. • Uses a variety of paintbrush sizes. • Uses a knife, fork and spoon appropriately and with care. • Thread beads and other small items. • Use a pencil to write some identifiable letters. 	
		<ul style="list-style-type: none"> • Further develop their confidence in exploring the setting and using their fine and gross motor skills. • Learn different ways of moving rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

EYFS Long Term Overview 2024-2025

		<ul style="list-style-type: none"> • Develop individual ball skills • Further a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop fine motor skills during small activity work building muscles in their fingers, hands and wrists. <ul style="list-style-type: none"> • Confidently use the climbing frame and slide outside. • Develop an understanding of the effects of activity on our bodies and why we need to keep healthy, make healthy food choices and have good hygiene. <ul style="list-style-type: none"> • Learn that we can use movement to express ourselves. <ul style="list-style-type: none"> • Develop the skills to pedal a bike confidently and negotiate the space around them. • Develop the skills to hold a pencil correctly and use it to form some identifiable letters. • Look at how much we have grown in a year and revisit why we need to make healthy choices and do exercise.
	Playdough	Refine skills and build important muscles in fingers, hands and wrist to help support the development of writing.
	Small group activity	Hold a pencil effectively, develop accuracy and care when drawing and writing. Refine and develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills.
	Snack time	Hold and use a knife and fork correctly, pouring of milk independently and helping ourselves to the fruit while still leaving some for our friends. Understand about healthy eating. Brushing teeth independently.
	Free play	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination.
Literacy	<p>We aim to become brilliant bookworms Who can repeat words and phrases from familiar stories. Who can engage in extended conversations about stories, learning new vocabulary.</p> <p>And wow writers Who can enjoy drawing freely. Who can write some or all their name.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Listen to a story, understand the main storyline and consider what may happen next. • Listen to and join in with nursery rhymes • Retell a story and describe the main characters. • 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 	

EYFS Long Term Overview 2024-2025

	<ul style="list-style-type: none"> Use their knowledge and vocabulary encountered from stories and narratives in their play and discussions with others e.g. using characters and events in their role play. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Make marks intentionally Using mark making in their play, writing shopping lists, register, a doctor's note. Identify the initial sounds they hear in words. Write some or their entire name. Begin to form some letters accurately. 										
	<table border="1"> <tr> <td>Small group activity</td> <td>Learn and practise new vocabulary, listen and talk about stories, Make intentional marks</td> </tr> <tr> <td>Free play</td> <td>Have the opportunity to create marks in different textures. Make marks for lists during play. Take on the role of story characters in role play.</td> </tr> <tr> <td>Phonological awareness</td> <td>Orally blend and segment, identify rhyme, identify initial sounds in words. Using Little Wandle to develop our phonological awareness and increasing the difficulty throughout the year.</td> </tr> <tr> <td>Story/Song time</td> <td>Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs. Phonics sessions delivered daily to those three and four year olds.</td> </tr> <tr> <td>Circle time</td> <td>Self-register – recognising their name, sharing and celebrating our mark making.</td> </tr> </table>	Small group activity	Learn and practise new vocabulary, listen and talk about stories, Make intentional marks	Free play	Have the opportunity to create marks in different textures. Make marks for lists during play. Take on the role of story characters in role play.	Phonological awareness	Orally blend and segment, identify rhyme, identify initial sounds in words. Using Little Wandle to develop our phonological awareness and increasing the difficulty throughout the year.	Story/Song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs. Phonics sessions delivered daily to those three and four year olds.	Circle time	Self-register – recognising their name, sharing and celebrating our mark making.
Small group activity	Learn and practise new vocabulary, listen and talk about stories, Make intentional marks										
Free play	Have the opportunity to create marks in different textures. Make marks for lists during play. Take on the role of story characters in role play.										
Phonological awareness	Orally blend and segment, identify rhyme, identify initial sounds in words. Using Little Wandle to develop our phonological awareness and increasing the difficulty throughout the year.										
Story/Song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs. Phonics sessions delivered daily to those three and four year olds.										
Circle time	Self-register – recognising their name, sharing and celebrating our mark making.										
Maths	<p>We aim to become masters of maths Who can react to changes in amounts in a group of up to three. Who can say number for each item in order- 1,2,3,4,5.</p> <p><u>Number:</u></p> <ul style="list-style-type: none"> Enjoy reciting numbers from 0 to 5 Learning, singing, using in role play and reciting number rhymes and stories. Be confidence in putting numerals in order - 0 to 5 (ordinality) Understand more or less. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 										

EYFS Long Term Overview 2024-2025

	<p><u>Shape, Space and Measure:</u></p> <ul style="list-style-type: none"> • Notice and correct an error in a repeating pattern. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Talk about and explore 2D and 3D • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	
	Circle time	Counting, days of the week, months of the year
	Small group activity	Use mathematical language when drawing, counting and recognising numbers, naming shapes
	Free play	Using numbers during play, modelling bring me more, show me less. Making number lists, using money, talking about time. Recognising shapes in our environment.
	Story/Song Time	Number rhymes. Number stories.
Understanding the World	<p>We aim to become exceptional explorers Who can explore materials with different properties. Who can explore collections of materials with similar and or different properties.</p> <p>And compassionate citizens Who can notice differences between people and make connections between the features of their family and other families. Who can begin to understand the need to respect and care for the natural environment and all living things and continue to develop positive attitudes about the differences between people.</p> <p><u>The Natural World:</u></p> <ul style="list-style-type: none"> • Explore natural materials using all their senses. • Explore differences in collections of materials. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. 	

EYFS Long Term Overview 2024-2025

- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Gain an understanding of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

People, Culture and Community:

- Enjoy learning about different cultures and celebrations from around the world.
- Be proud of who they are and celebrate their differences.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

<p>Harvest</p> <p>Talk about themselves, their home environment.</p> <p>Talk about the local area and community.</p> <p>Who are their friends and family.</p> <p>Measure their height, take a</p>	<p>Remembrance Day, Bonfire Night, Diwali, Hanukkah, Christmas</p> <p>Seasonal changes – Autumn Walk</p> <p>Use Beebots – basic operations</p> <p>Talk about the world they live in and their</p>	<p>Chinese New Year</p> <p>Seasonal changes - Winter</p> <p>Will it float? Will it sink? What happens if we do this?</p>	<p>St. Piran's Day, Mothering Sunday, Easter</p> <p>Seasonal changes – Spring</p> <p>Growth and decay cycle.</p> <p>Science experiments, what might happen?</p>	<p>People who help us.</p> <p>Seasonal changes - Spring</p>	<p>Father's Day</p> <p>Seasonal changes - Summer</p> <p>Look at their height chart and photo, how have they grown, how have they changed.</p> <p>What are their next big changes? School</p>
---	---	--	---	---	--

EYFS Long Term Overview 2024-2025

	photo.	environment. Look at lights and colour.		Bath bombs, freezing water, Mentos in coke.		transition.
	Circle time	Talk about things we have seen and done, places we've explored. Celebrate each other and special times.				
	Small group activities and free play	Learn and practise new vocabulary, create small world environments, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries/celebrations.				
Expressive Arts and Design	<p>We aim to become proud performers Who can respond emotionally and physically to music when it changes. Who can listen with increased attention to sounds.</p> <p>And dynamic designers Who can use their imagination as they consider what they can do with different materials. Who can create their own songs or improvise a song around one they know.</p> <p><u>Being imaginative and expressive:</u></p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Play instruments with increasing control to express their feelings and ideas. • Know and join in with a collection of songs, rhymes and dances and perform them as part of the class, groups and individually. • Introduces a story or narrative to their play. Drawing on experiences, stories and narratives used in class and beyond. Recounting, adapting and inventing stories and narratives • Joining in and acting out experiences with others. Keeping play going and considering others. 					

EYFS Long Term Overview 2024-2025

- Create their own songs or improvise a song around one they know.

Creating with materials:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour mixing.
- Be proud of what they have created.

- Wax crayon
rubbings.
- Print – fingers,
stampers.
- Paint – use with different tools and on different surfaces.
 - Malleable
materials – use
rolling pins and
cutters, imprint, use mark makers, sculpt.
 - Use felt tip pens.
 - Model with
construction kits
 - Collage – stick
 - Junk model – join
with tape/glue
and embellish

EYFS Long Term Overview 2024-2025

	<ul style="list-style-type: none"> ▪ Colour mixing ▪ Dancing – ribbons, freestyle ▪ Transient art – natural loose parts 					
	<p>Messy play</p> <p>Small world toys</p> <p>Songs and rhymes</p> <p>Musical instruments</p>	<p>Music and dancing</p> <p>Diwali decorations</p> <p>Firework Crafts</p> <p>Christmas Decorations</p> <p>Construction toys</p> <p>Messy play</p>	<p>Chinese dancing</p> <p>Different genres of music</p> <p>Messy play</p>	<p>Puppets</p> <p>Ring games</p> <p>Growth and decay pictures.</p> <p>Bubble painting</p> <p>Water bomb paints.</p> <p>Card making</p> <p>Gloop/messy play</p> <p>Water play</p>	<p>Occupation costumes</p> <p>Use tools effectively.</p> <p>Bug houses or bird feeders.</p> <p>Construction toys</p> <p>Messy play</p>	<p>Who do we want to be when we grow up</p> <p>Nature painting using feathers, grass, flowers.</p> <p>Card making</p> <p>Messy play</p>