

EYFS Long Term Overview 2023-2024

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	<p>All about me</p> <p>Settling back in.</p> <p>Starting Pre-School/ New beginnings</p> <p>. Meeting new friends.</p> <p>My family, home, community</p> <p>. Feelings and emotions.</p>	<p>Celebrations</p> <p>Halloween</p> <p>Harvest</p> <p>Diwali</p> <p>Bonfire night</p> <p>Remembrance day</p> <p>Christmas</p>	<p>Changes in the world / cause and effect</p> <p>Chinese new year- Dragon</p> <p>Forces- weights, sinking/ floating, magnets</p>	<p>Growing/ new life</p> <p>Planting</p> <p>Life cycles</p> <p>Spring</p>	<p>Occupations/ people who help us</p> <p>Taking risks</p> <p>Dentist, doctors, vets, police, fire fighters</p>	<p>Exciting changes</p> <p>Going to school</p> <p>Who are we</p> <p>Look how far we have come</p>

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Key Texts	Fiction	Owl babies For everyone to share You choose Guess how much I love you	All afloat on Noah's Boat	
	Non-fiction available	Newspapers Recipe Books Catalogues Magazines	Newspapers Recipe Books Catalogues Magazines	Newspapers Recipe Books Catalogues Magazines
Communication and Language		<p>We aim to become confident communicators Who can listen and respond to simple instructions and constantly babble and use single words during play. Who can understand why questions and use longer sentences of four to six words.</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 		

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	<ul style="list-style-type: none"> • 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. 						
	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Describe events in some detail. • Show an understanding of action words and use them when talking. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to stories and retell them, perhaps make up an alternative ending. <ul style="list-style-type: none"> • Build up longer sentences, joining more words together. • Build a wide range of vocabulary which they feel confident using. 						
	<table border="1"> <tr> <td>Circle Time</td> <td>Listen attentively to others, speak clearly to explain ideas, thoughts and feelings, join in with Makaton</td> </tr> <tr> <td>ECAT group work</td> <td>Focus group for children not achieving communication and language checkpoints. Building skills in listening, understanding and confidence with speaking.</td> </tr> <tr> <td>Little</td> <td>Begin to learn phonics starting with the simple sounds and progressing to more complex sounds.</td> </tr> </table>	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	Begin to learn phonics starting with the simple sounds and progressing to more complex sounds.
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	Wandle	
	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 Emotional	<p>We aim to become independent individuals Who can play with increasing confidence on their own and with other children, because they know their key worker is nearby and available. Who can be increasingly independent in meeting their own care needs. Making healthy choices about food, drink, activity and toothbrushing</p>	
	<p><u>Self Regulation:</u></p> <ul style="list-style-type: none"> • 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. 	
	<p><u>Managing Self:</u></p> <ul style="list-style-type: none"> • 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. 	
	<p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • Plays cooperatively and take turns with others during play. • Can separate from their main carers and come into the setting confidently.. 	

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	<ul style="list-style-type: none"> • Form positive attachments with known adults and friendships with peers. • Be kind to others and listen and respond to the needs of others.
	<ul style="list-style-type: none"> ▪ 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. ▪ 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. <ul style="list-style-type: none"> ▪ Celebrating birthdays and individual achievements or changes – new baby <ul style="list-style-type: none"> ▪ Remember presents and things they did on their birthday.

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		<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 activity	Build relationships with others, see themselves as a valued individual, take risks, give focussed attention and 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 build independently with a range of appropriate resources. Who can match their developing physical skills to tasks and activities in the setting.</p> <p>And a talented tool user Who can use large and small motor skills to do things independently and who can explore different materials and tools. Who can use one-handed tools and equipment and use a comfortable grip with good control when holding pens and pencils.</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 	

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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Develop individual ball skills <ul style="list-style-type: none"> • 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.

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Literacy	<p>We aim to become brilliant bookworms Who can ask questions about the book and make comments to share their own ideas. Who can engage in extended conversations about stories, learning new vocabulary.</p> <p>And wow writers Who can make marks on their pictures to stand for their name. Who can use some of their print and letter knowledge in their early writing and to start writing some letters accurately.</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 • 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. 	
	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.	

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	Story/Song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.
	Circle time	Self-register – recognising their name, sharing and celebrating our mark making.
Maths	<p>We aim to become masters of maths Who can compare amounts, saying ‘lots’, ‘more’ or ‘same’ and develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Who can develop fast recognition of up to 3 objects, without having to count them individually (Subitising) and experiment with their own symbols and marks as well as numerals.</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. <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	Number rhymes. Number stories.

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	Time					
Understanding the World	<p>We aim to become exceptional explorers Who can explore natural materials, indoors and outside. Who can use all their senses in hands-on exploration of natural materials.</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. • 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. <p><u>People, Culture and Community:</u></p> <ul style="list-style-type: none"> • 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. 					
	Harvest	Remembrance Day, Bonfire	Chinese New Year	St. Piran’s Day, Mothering	People who help us.	Father’s Day

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	<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 photo.</p>	<p>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 environment. Look at lights and colour.</p>	<p>Seasonal changes - Winter</p> <p>Will it float? Will it sink? What happens if we do this?</p>	<p>Sunday, Easter</p> <p>Seasonal changes – Spring</p> <p>Growth and decay cycle.</p> <p>Science experiments, what might happen? Bath bombs, freezing water, Mentos in coke.</p>	<p>Seasonal changes - Spring</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 transition.</p>
	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 show attention to sound and music and who can move and dance to music. Who can respond to what they have heard, expressing their thoughts and feelings and create their own songs or improvise a song around one they know.</p> <p>And dynamic designers Who can make simple models which express their ideas. Who can take part in simple pretend play, using an object to represent something else even though they are not similar. Who can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><u>Being imaginative and expressive:</u></p>					

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- 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.
- 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

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	<p>materials – use rolling pins and cutters, imprint, use mark makers, sculpt.</p> <ul style="list-style-type: none"> ▪ Use felt tip pens. ▪ Model with construction kits ▪ Collage – stick ▪ Junk model – join with tape/glue and embellish ▪ 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>

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