

# Repton Manor Primary School: Long Term Overview

## Year EYFS



**NB. Please note the main focus for each subject – 1 or 2 words for each box.**

Whole School Themes		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title		Nurture	Equality	Curiosity	Autonomy	Creativity	Collaboration
		I live in a rainbow world!	Let's party!	Drip Drip	Let's get moving	I spy a naughty little rabbit	Help, SOS!
Personal, Social & Emotional Development (PSED)	Building Relationships	<p>I can show acceptance of the differences between a range of cultures.</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p>	<p>I can show acceptance of the differences between a range of cultures.</p> <p>I can recognise different cultures and settings in different texts.</p> <p>Looks to a supportive adult for help in resolving conflict with peers</p>	<p>Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K)</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs (S)</p>	<p>Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)</p> <p>Work and play cooperatively and will take turns without adult support. (S)</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K)</p>	<p>Have sensitivity to their own and other's needs and will negotiate and problem solve. (S)</p> <p>Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)</p>	<p>I can make comparisons between where I live and somewhere else.</p> <p>Have sensitivity to their own and other's needs and will negotiate and problem solve. (S)</p>
	Managing Self	<p>I can use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Dresses with help - open fronted coat, pull trousers up and down independently. (S)</p> <p>Shows understanding of how to transport and store equipment safely. (K)</p>	<p>I can use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. (k)</p>	<p>I can understand how to keep myself safe when using equipment. I know how to keep myself safe when participating in PE and other physical activities.</p> <p>Shows some understanding that good practices with regard to exercise and hygiene and how they can contribute to good health. (K)</p> <p>Shows understanding of the need for safety when tackling new challenges, (K) and considers and manages some risks. (S)</p>	<p>I can understand how to keep myself safe when using equipment.</p> <p>Eats a healthy range of foodstuffs and understands the need for variety in food. (K)</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p>Can initiate and describe playful actions or movements for</p>	<p>I can use a table knife safely to cut with increasing accuracy.</p> <p>Show independence, resilience and perseverance in the face of a challenge. (S)</p>	<p>I can use a table knife safely to cut with increasing accuracy.</p> <p>Explain the reason for rules (K)</p> <p>Know right from wrong and behave accordingly (S)</p>

					other children to mirror and follow		
	Self Regulation	Is more able to recognise the impact their choices and behaviours/actions have on others. (S)	Shows increasing consideration of other people's needs and gradually more impulse control in (S) favourable conditions.  Understands their own and other people's feelings, offering empathy and comfort. (K)	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K)  Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (S)	Is aware of behavioural expectations (K) and sensitive to ideas of justice and fairness. (S)  Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K)	Set and work towards simple goals, being able to wait for what they want and control immediate impulses. (S)  Show an understanding of their own feelings and how they can impact others. (K)	Show an understanding of the feelings of others (K) and begin to regulate their behaviour accordingly. (S)  Respond appropriately even when engaged in an activity. (S)
Physical Development (PD)	Fine Motor	They enjoy using a variety of media to make marks.  Uses simple tools to effect changes to materials. (S)	Begins to use anticlockwise movement and retrace vertical lines. (S)  Begins to form recognisable letters independently (S)	Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (S)  Begins to form recognisable letters independently (S)	Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (S)  Begins to form recognisable letters independently. (S)	Begin to show accuracy and care when drawing. (s)  Use a range of small tools – scissors, paintbrushes and cutlery. (S)	Hold a pencil using a tripod grip in almost all cases. (S)  Use a range of small tools – scissors, paintbrushes and cutlery. (S)
	Gross Motor	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (S)	Travels with confidence and skill around, under, over and through balancing and climbing equipment. (S)	I know that I can use my arms to balance.  I can balance and move with a good level of coordination.  Chooses to move in a range of ways, moving freely - slithering, shuffling, rolling, crawling, walking, running. (S)  Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)	I can negotiate space and obstacles safely.  I can run, dance, jump, hop, skip (with feet), climb.  Chooses to move in a range of ways, moving freely- hopping, skipping. (S)  Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)	I know how to prepare my hands and body to throw and catch.  I can throw and catch a large ball.  Move energetically – running, jumping and climbing. (S)  Negotiate space and obstacles safely, with consideration for their own safety. (S)  Balance and coordination (S)	I know how to prepare my hands and body to throw and catch.  Move energetically – hopping, skipping and climbing. (S)  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (S)  Negotiate space and obstacles safely, with consideration for

							themselves and others. (S)
Communication and Language (C&L)	Listening, Attention and Understanding	<p>Listens to others in a small group. (S)</p> <p>Listens to short stories with increasing recall. (S)</p> <p>Understands the use of objects – using what. (K)</p>	<p>Is able to follow directions – two steps. (S)</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. (S)</p> <p>understanding how and why questions. (S)</p>	<p>Able to demonstrate two-channelled attention for a short period of time. (S)</p> <p>Understands questions such as who; why; when. (S)</p>	<p>Understands a range sentence structures including negatives, plurals and tense markers. (K)</p> <p>Understands questions such as who; why; when; where and how. (S)</p>	<p>Make comments about what they have heard and ask questions to gain clarity. (S)</p> <p>Hold conversations when engaged in back-forth exchanges. (S)</p>	<p>Listen attentively and respond with relevant questions, comments and actions. (S)</p> <p>Question and comment upon what has been read. (K)</p>
	Speaking	<p>Talks about things that are important to them. (S)</p> <p>Builds up vocabulary based on their experiences. (K)</p>	<p>Links statements and sticks to a main theme or intention. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p>	<p><b>Hypothesis:</b> I comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world.</p> <p><b>Conclusions:</b> I can talk about why things happen and how things work.</p> <p>Introduces a storyline or narrative into their play. (K)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, why and when. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p><b>Conclusions:</b> I can talk about why things happen and how things work.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, who; why; when; where and how. (S)</p> <p>Uses language to imagine and recreate roles. (K)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p>	<p><b>Hypothesis:</b> I comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world.</p> <p>Participate in small group and class discussions offering your own ideas. (S)</p> <p>Make use of recently introduced vocabulary. (K)</p> <p>Express ideas and feelings about their experiences in full sentences. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p>	<p>Make use of recently introduced vocabulary for texts they have shared. (K)</p> <p>Use past, present and future tenses with adult support. (S)</p> <p>To use conjunctions in speech with adult support. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p>

Literacy (L)	Comprehension	<p>Goldilocks and the three bears Cards Autobiography Nursery rhymes</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups (S) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (K)</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) (K)</p>	<p>The Gingerbread man Recipe and instructions Cards Letters</p> <p>Begins to be aware of the way stories are structured, and to tell own stories (K)</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (S/K)</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence.</p>	<p>The three billy goats gruff Postcards Acrostic poems</p> <p>Begins to be aware of the way stories are structured, and to tell own stories (K)</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (S/K)</p> <p>Begins to navigate apps and websites on digital media using a drop down menu to select websites and icons to select apps. (S/K)</p>	<p>Little red riding hood Tickets Labels/captions</p> <p>Describes main story settings, events and principal characters in increasing detail. (K) Re-enacts and reinvents stories they have heard in their play. (S)</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices. (K)</p>	<p>Jack and the beanstalk List poem Narratives</p> <p>Demonstrate what has been read to them by retelling narratives in their own words. (S/K)</p> <p>Use and understand recently introduces vocabulary about stories and during role play. (K)</p>	<p>The three little pigs Autobiography</p> <p>Use and understand recently introduces vocabulary about non-fiction, rhymes and poems. (K)</p> <p>Anticipate key events in stories. (S)</p>
	Word Reading	<p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs. (S)</p> <p>Hears and says the initial sound in words. (S)</p> <p>Recognises familiar words and signs such as their own name, advertising logos and screen icons. (K)</p>	<p>Begins to develop phonological and phonemic awareness - Recognises rhythm in songs, poems and rhymes. (S)</p> <p>Hears and says the initial and final sound in word. (S)</p>	<p>Begins to read some high frequency words, (K)</p> <p>and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (S)</p>	<p>Engages with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words. (S)</p> <p>Sounds for alphabet letters and 10 digraphs (K)</p>	<p>Sounds for alphabet letters and 10 digraphs (K)</p> <p>Read words consistently by sound-blending. (K)</p>	<p>Read aloud simple sentences consistent with their phonic knowledge. (S)</p> <p>Can read 10 common exception words (K)</p>
	Word Writing	<p>Ascribes meanings to signs, symbols and words that they see in</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide</p>	<p>Starts to develop phonic knowledge by linking sounds to</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write simple phrases and sentences that can be read by others. (S/K)</p>

		<p>different places, including those they make themselves. (S)</p> <p>Includes mark making and early writing in their play (S)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (S)</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (S/K)</p>	<p>range of purposes - such as making greetings cards, invitations. (S/K)</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. (S)</p>	<p>range of purposes - tickets, lists and creating their own stories and books. (S/K)</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters, identifying letters and writing in sequence. (K)</p>	<p>letters, naming and sounding some of the letters, identifying letters and writing in sequence. (K)</p> <p>Uses their developing phonic knowledge to write things such as labels and captions. (S/K)</p>	<p>Spell words by identifying sounds in them. (K)</p> <p>Write mostly recognisable letters. (S)</p>	<p>Spell words by identifying sounds in them. (K)</p> <p>Write recognisable letters, which are mostly correctly formed. (S)</p>
Mathematics (M)	Number	<p>Links numerals with amounts up to 5.</p> <p>Subitise to 5</p> <p>Points or touches each item, saying one number for each item.</p>	<p>Learn that numbers are made up (composed) of smaller numbers.</p> <p>Matches the numeral with a group of items to show how many there are (up to 10)</p>	<p>Subitise to 5</p> <p>Recite numbers from 0 to 10 (and beyond) and back from 10 to 0</p>	<p>Awareness that numbers are made up (composed) of smaller numbers.</p>	<p>Begins to conceptually subitise larger numbers.</p> <p>In practical activities, adds one and subtracts one with numbers to 10.</p>	<p>Begins to explore and work out mathematical problems - "+" or "-"</p> <p>Number bonds 10</p>
	Numerical Patterns	<p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p>	<p>Beginning to recognise that each counting number is one more than the one before.</p> <p>Compare two small groups of up to five objects, saying when there are the same number of objects in each group.</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Begin to recognise numerals 0 to 10</p> <p>Subitises one, two and three objects (without counting)</p> <p>Increasingly confident at putting numerals in order 0 to 10 - ordinality</p>	<p>Verbally count to 20.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds.</p> <p>double facts and how quantities can be distributed equally</p>	<p>Explore and represent patterns within numbers up to 10, including double facts and how quantities can be distributed equally</p>

Understanding the World (UTW)	People, Cultures and Communities	<p>I can name and recognise different cultural traditions and routines.</p>	<p>I know the difference between two or more religions: Hinduism, Judaism, Islam and Christianity.</p> <p>I can name and recognise different cultural traditions and routines.</p> <p>I can talk about a special time for a religion e.g. Eid, Christmas, Diwali.</p>	<p>I know that different places have different environmental and cultural features.</p>	<p>I can describe my immediate environment.</p> <p>They understand that someone that creates art is called an artist.</p> <p>They can say if they do or do not like a piece of art.</p>		Shows interest in different occupations and ways of life indoors and outdoors.
	Past and Present  Significant individual - The current monarch	<p>I know the key differences between my life and the lives of family members of different ages.</p> <p>I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.</p> <p>I can use a timeline.</p>	<p>I understand different times in the day. I can use language such as today, yesterday, when I was little.</p>	<p>I know some traditional songs and stories.</p> <p>I can recite a traditional story and sing a traditional song.</p>	<p>I know the difference between the past and the present, recognising that different objects come from different times e.g. car, old vehicles, train - comparing similarities and differences.</p> <p>I can ask a question about the past using the correct tense. E.g. Why did that train have steam?</p> <p>I can tell you things that are similar and different about the past and present day.</p>		The current monarch
	The Natural World	<p>I know about similarities and differences between myself and others, and among families, communities, cultures and traditions.</p> <p>I can describe my immediate environment.</p>		<p>I understand the change of state. e.g. water, ice, steam.</p> <p>I know that different places have different environmental and cultural features.</p>	<p>I know the difference between the seasons e.g. how a tree changes throughout the year.</p> <p>I can make comparisons between where I live and somewhere else.</p>	<p>I can name animals and plants and I know where they belong.</p> <p>I know the key features of a range of different environments.</p> <p>I can make observational drawings of animals and plants.</p>	<p>I am beginning to understand the effect my behaviour can have on the environment.</p> <p>I am beginning to understand the effect my behaviour can have on the environment.</p>

				<p>I can make observations of the world around me.</p> <p>I understand processes and changes in the natural world - seasons and changes in states and matter.</p>		<p>I can compare different places based on their environments.</p> <p>I show care and concern for living things and the environment.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments.</p>	
	Technology		Computer Systems and Networks <b>Topic Application:</b>	Using the mouse / Multimedia – Digital Painting <b>Topic Application:</b>	Using the iPad – games, photos, videos. <b>Topic Application:</b>	Programming – BeeBots <b>Topic Application:</b>	Using the Keyboard – Digital Writing <b>Topic Application:</b>
	E-safety	<p><b>Self-Image and Identity</b></p> <p>I can recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p><b>Online Relationships</b></p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know</p>	<p><b>Online Reputation</b></p> <p>I can identify ways that I can put information on the internet.</p> <p><b>Privacy and Security</b></p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p><b>Online Bullying</b></p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel</p>	<p><b>Managing Online Information</b></p> <p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p><b>Health, Well-being and Lifestyle</b></p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p><b>Copyright and Ownership</b></p> <p>I know that work I create belongs to me.</p>
Expressive Arts & Design (EAD)	Creating with Materials	<p><b>Make:</b> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They know there are 3 Primary colours and begin to make the secondary colours.</p>	<p><b>Make:</b> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Cooking and Nutrition:</b> I know some foods that can be grown locally.</p>	<p><b>Make:</b> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They can safely explore and use a variety of materials.</p>	<p><b>Design:</b> I can create my own designs.</p> <p><b>Make:</b> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They explore creating lines of different</p>	<p><b>Make:</b> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Cooking and Nutrition:</b> I know some foods that can be grown locally.</p>	<p><b>Evaluate:</b> I can share and talk about my creations.</p> <p><b>Technical Knowledge:</b> I can explain processes I have used.</p> <p>They can talk about creative learning they enjoyed completing.</p>

		<p>They can use different colours in their work and choose appropriate or match colours.</p> <p>They can experiment a variety of ways of applying paint e.g. fingers, objects, different sized brushes, shapes, sponges etc.</p>	<p>They can create simple representations of events, people and objects.</p>		<p>thickness and tone using a range of media</p> <p>They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect.</p> <p>Explore cutting, sticking, joining, wrapping, weaving etc.</p>	<p>They begin to describe different textures and use language associated with joining, painting, mark making etc.</p>	<p>They can talk about what they have made and how they have made it.</p>
	Being Imaginative and Expressive	<p>To know a range of nursery rhymes off by heart.</p> <p>To sing nursery rhymes and simple songs from memory.</p> <p>To perform a nursery rhyme by singing and adding simple actions.</p>	<p>To know a performance is sharing music.</p> <p>To sing along with a pre-recorded song and add simple actions.</p> <p>To sing along with a backing track.</p>	<p>To copy basic rhythmic patterns.</p> <p>To invent a pattern using one pitched note.</p> <p>To perform a nursery rhyme by adding a simple instrumental part.</p>	<p>To know that we can move with the pulse of the music.</p> <p>To know that the words of a song can tell stories and paint pictures.</p>	<p>Experiments/Recording Data: I can explore the natural world - making close observations and drawing pictures of animals and plants.</p>	<p>To know the stories of some of the nursery rhymes.</p> <p>To know that songs have different sections.</p> <p>To record the performance and talk about it.</p>
	<b>Life Skills</b>	Hand washing, toileting, dressing and undressing.	Cooking - gingerbread men, Christmas cake, Chinese food.	Fire safety, Emergency number 999, healthy eating, oral hygiene.	Road safety, using money for a purpose.  Making toast	Water safety - lifeguard Healthy eating, exercise. Making toast	Caring for the natural world. Growing food. Litter picking and recycling.
	<b>British Values</b>	Democracy - making decisions together.  Rules of law - making and working toward class rules.	Tolerance of different faiths, cultures, races and beliefs.  Mutual respect.  Freedom of self - Self knowledge, self esteem	Rules of law - making and working toward class rules.	Democracy - making decisions together.	Tolerance of different faiths, cultures, races and beliefs.	Rules of law - making and working toward class rules.  Democracy - making decisions together.
	<b>Trips / Visits</b>	Grandparents tea	Nativity/show Story evening Postbox	Beach school/Greatstone	Story evening Local area bus journey	Rare Breeds Farm	People who help us visitors Graduation Transition picnic