

Hillside Primary School

EYFS Long Term Overview - Early Adopter Framework

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	This is Me Family and Friends Likes/Dislikes Autumn	Let's Explore Colours Autumn Bonfire Night/Diwali/Remembrance Day/Christmas	People Who Help Us Winter Chinese New Year/Shrove Tuesday/Valentines	On the Farm Spring Easter	Is it a car? Is it a plane? Summer Travel and Transport	Oh I do like to be beside the seaside! Holidays
Communication and Language	Know many rhymes, be able to talk about familiar books Can find it difficult to pay attention to more than one thing at a time Use longer sentences of four to six words Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' May have problems saying: - some sounds: r,j,th,ch and sh – multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Can start a conversation with an adult or a friend	Can continue conversations for many turns Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Use talk to organise themselves and their play "Let's go on a bus.... You sit there....i'll be the driver" Can tell a long story.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Enjoy listening to longer stories and can remember much of what happens. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling.		Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk with others to solve conflicts. Develop appropriate ways of being assertive.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year.</i>						
Physical Development	Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use a comfortable grip with good control when holding pens and pencils.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing	Start taking part in some group activities which they make up for themselves, or in teams.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors.					
Literacy	Engage in conversations about stories, learning new vocabulary	Develop their phonological awareness, so that they can: Count or clap syllables in a word	Write some or all of their name Develop their phonological awareness, so that they can: Spot and suggest rhymes Recognise words with the same initial sound, such as money and mother	Write some letters accurately Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy	Engage in extended conversations about stories, learning new vocabulary
Phonics	Phase 1	Phase 1	Phase 1	Phase 2	Phase 2	Phase 3
Mathematics	Number of the Week 0-10 Shape - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.		Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5 Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	

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			Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			
Understanding the World	Begin to make sense of their own life-story and family's history.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants. Understand the key features 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.	Explore and talk about different forces they can feel. Talk about what they see, using a wide vocabulary	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Respond to what they have heard, expressing their thoughts and feelings.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.					