



# Federation of Hanbury's Farm and Oakhill Community Primary Schools

## EYFS Long Term Overview – Core Subjects



Writing		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School 2 to 3 year Olds	Focused Provision	<b>Wiggle me into Squiggle – Movements</b>  <b>Daily 10 Minute Focused Sessions</b> – Focused Gross Motor Movement with Flipper Flappers to Music and Planned Tough Tray Activity  <b>Movement 1</b> – Up <b>Movement 2</b> – Down <b>Movement 3</b> – Circles <b>Movement 4</b> – Wiggle it <b>Movement 5</b> – Shake <b>Movement 6</b> – Hop Hoppity Hop  <b>Movement 7</b> – Jump <b>Movement 8</b> –Turning Turtle <b>Movement 9</b> – Flip and Roll <b>Movement 10</b> – Crawling					
	Ongoing Provision	<b>Continuous Provision Inside and Out</b> – Gross and Fine Motor Activities, mark making using a variety of resources, exploratory and sensory play, <b>Daily Routine</b> - finger rhymes, music and movement					
	Development Matters  0 – 3 Years	<i>PD - Explore different materials and tools</i>	<i>L - Enjoys drawing freely</i>	<i>EAD - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</i>	<i>L - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</i>	<i>EAD - Start to make marks intentionally.</i>	<i>L - Make marks on their picture to stand for their name or has other meaning</i>
Nursery 3 – 4 Years	Focused Provision	<b>Squiggle Whilst you Wiggle</b>  <b>Daily 15 Minute Focused Sessions</b> – Focused Gross Motor Movement with Flipper Flappers to Music and Planned Drawing  <b>Move 1</b> – up & down / side to side (i, l, t) <b>Move 2</b> – the wiggle (pre-cursive movement) <b>Move 3</b> – the circles (c, o, a, d)  <b>Move 4</b> – the hump (m, n, r, w) <b>Move 5</b> – the hook (q, p, h, k b, y, g, j, f) <b>Move 6</b> – the percussive spiral (e)  <b>Move 8</b> – laid down 8 (s) <b>Move 9</b> – straight-line (v, w, z, x)					
	Ongoing Provision	<b>Continuous Provision Inside and Out</b> – Gross and Fine Motor Activities, mark making using a variety of resources, exploratory and sensory play, <b>Daily Routine</b> - finger rhymes, music and movement  <b>Mighty Writer</b> – Daily Oral Sentence – Summer Term					

	<b>Development Matters</b>	<i><b>PD</b> - Uses large-muscle movements to wave flags and streamers, paint and make marks.</i>	<i><b>PD</b> - Uses one-handed tools and equipment, for example, making snips in paper with scissors.</i>	<i><b>PD</b> - Uses a comfortable grip with good control when holding pens and pencils and a preference for dominant hand</i>	<i><b>L</b> - Uses 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.</i>	<i><b>L</b> - Writes some or all of their name.</i>	<i><b>L</b> - Writes some letters accurately</i>
<b>Reception</b>	<b>Focused Provision</b>	Squiggle wiggle & Dough Gym Moves 1-9  Name writing and some initial sounds	Differentiated Fine Motor Groups  Writes some initial sounds and CVC words  <b>Mighty Writer</b> - Oral	Scaffolded Writing for Purpose Groups  Write CVC words, captions and Labels  <b>Mighty Writer</b> – Oral	Scaffolded Writing for Purpose Groups  Simple Sentence writing  <b>Mighty Writer</b> - Mini	Scaffolded Writing for Purpose Groups  Independent simple sentence  <b>Mighty Writer</b> - mini	Scaffolded Writing for Purpose Groups  Extended sentence writing  <b>Mighty Writer</b>
	<b>Development Matters</b>	<i><b>PD</b> - Use a range of tools competently, safely and confidently such as pencils paintbrushes, scissors, knives, forks and spoons.</i>	<i><b>L</b> - Form lower-case and capital letters correctly.</i>	<i><b>L</b> - Spell words by identifying the sounds and then writing the sound with letter/s.</i>	<i><b>L</b> - Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>	<i><b>L</b> - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i>	<i><b>L</b> - Re-read what they have written to check that it makes sense.</i>
	<b>ELG</b>	<b>Physical Development - Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>			<b>Literacy - Writing</b> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>		

Phonics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school 0 – 3 Years	Focused Provision  <i>where developmentally appropriate</i>	Phonics Phase 1 Activities – 3 week blocks  <b>Aspect 1</b> - General Sound discrimination – environmental <b>Aspect 2</b> - General Sound discrimination – instrumental  <b>Aspect 3</b> - General Sound discrimination – Body Percussion <b>Aspect 4</b> - Rhythm and Rhyme  <b>Aspect 6</b> - Voice Sounds					
	Ongoing Provision	Daily Nursery Rhymes and Songs including instruments, dancing and music					
	Development Matters	<i>EAD - Show attention to sounds and music</i>	<i>L - Enjoys songs and rhymes, tuning in and paying attention</i>	<i>L - Say some of the words in songs and rhymes. Copy finger movements and other gestures</i>	<i>EAD - Explore a range of sound makers and instruments and play them in different ways.</i>	<i>EAD - Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</i>	<i>EAD - Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</i>
Nursery	Focused Provision	RWI Tier 1  Daily stories, poems and rhymes – learn of by heart and out loud  <b>Aspects 1-6</b> Introduce Alliteration and Oral Blending and Segmenting		RWI Tier 2  Fred Talk and Fred Talk Games  <b>Aspects 1-7</b> Introduce Alliteration and Oral Blending and Segmenting		RWI Tier 3  Naming picture sounds on Set 1 Cards  Phonics Teaching – teach sounds, say, read, review	
	Ongoing Provision	RWI Tier 1 - Daily Nursery Rhymes, Songs and Stories <b>Fred Talk</b> - Daily reference to initial sounds, oral blending and segmenting					
	Development Matters	<i>EAD - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i>	<i>EAD - Play instruments with increasing control to express their feelings and ideas.</i>	<i>L - Can spot suggested rhyme</i>	<i>L - Can count or clap syllables in words</i>	<i>L - Can recognise words with the same initial sounds</i>	
Reception	Focused Provision	Set 1A Set 1B Word Time 1.1 – 1.3	Set 1C Speedy Sounds Word Time 1.1 – 1.5 Sound Blending books 1-5	Ditty Review 1.1 – 1.4 Teach 1.5 – 1.6 Ditty 1-10 Sound Blending 6-10	Red Set 1 Speedy Review Set 1 Review Word Time 1.5 Teach 1.6 – 1.7 Read Red Books Speedy Green Word Ditty 11 -20	Green  Teach set 2 Review set 1 Green Words	Green / Purple  Teach set 2 sounds Review set 1 Green Words

	<b>Development Matters</b>	<i>L - Read individual letters by saying the sounds for them</i>	<i>L - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i>	<i>L - Read some letter groups that each represent one sound and say sounds for them.</i>	<i>L - Read a few common exception words matched to the school's phonic programme.</i>	<i>L - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i>	
	<b>ELG</b>	<b>Literacy - Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>					

Reading		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	Key Text	Post Man Bear	Wow said the Owl	This Bear, That Bear	Oh Dear!	Orange, Pear, Apple Bear	Brown Bear Brown Bear
	Key Provision	<b>Daily Routine</b> - Daily Story time in Small Groups, independent book handling and sharing books with adults joining in with repeated refrains <b>Continuous Provision</b> – Story Book Play inside and outside opportunities <b>At Home</b> - Nursery Rhyme Bags and Reading for pleasure Library Books					
	Development Matters	<i>L - Enjoys sharing books with an adult.</i>	<i>L - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</i>	<i>L - Repeat words and phrases from familiar stories</i>	<i>L - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</i>		
Nursery	Key Text	Goldilocks	The Gingerbread Man	We're Going on a Bear Hunt	Rosie's Walk	The Very Hungry Caterpillar	Dear Zoo
	Ongoing Provision	<b>Daily Routine</b> - Daily Story time in Small Groups, independent book handling and sharing books with adults joining in with repeated refrains <b>Continuous Provision</b> – Story Book Play inside and outside opportunities <b>At Home</b> - Nursery Rhyme Bags and Reading for pleasure Library Books					
	Development Matters	<i>CL - Enjoys listening to longer stories and can remember much of what happens.</i>	<i>L - Know that we read English text from left to right and from top to bottom</i>	<i>L - Know the names of the different parts of a book</i>	<i>L - Engage in extended conversations about stories, learning new vocabulary</i>		
Reception	Focused Provision	Three Little Pigs Tiger Who Came to Tea	The Enormous Turnip Whatever Next!	Little Red Riding Hood Owl Babies	Billy Goats Gruff Mr Gumpy's Outing	Jack and the Beanstalk Jaspers Beanstalk	The Hare and the Tortoise Handa's Surprise
	Development Matters	<i>CL - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i>	<i>CL - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i>		<b>SEE Literacy Planning for 2 weekly overview of Text Sessions</b>		

	<b>ELG</b>	<b>Literacy – Comprehension</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	
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Maths		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Development Matters	<i>M - Complete inset puzzles.</i>	<i>M - Take part in finger rhymes with numbers</i>	<i>M - Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</i>	<i>M - React to changes of amount in a group of up to three items saying lots or more</i>	<i>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</i>	<i>Notice patterns and arrange things in patterns.</i>
	Ongoing Provision	<b>Daily Routine</b> - Daily Number time focusing on rhyme in Small Groups, using real life objects and numicon <b>Continuous Provision</b> – role play opportunities, maths planned activities, outside activities					
Nursery	Focused Learning	Number Rhymes and manipulatives to 3	Number Rhymes and manipulatives to 3	Number Rhymes and manipulatives to 5	Number Rhymes and manipulatives to 5	Number Rhymes and manipulatives to 5	Number Rhymes and manipulatives to 5
	Development Matters	<i>M - Recite numbers past 5</i>	<i>M - Fast recognition of up to 3 objects, without having to count them individually ('subitising').</i>	<i>M - Show 'finger numbers' up to 5.</i>	<i>M - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i>	<i>M - Compare quantities using language: 'more than', 'fewer than'.</i>	<i>M- Solve real world mathematical problems with numbers up to 5.</i>
	Ongoing Provision	<b>Daily Routine</b> - Daily Number time focusing on rhyme in Small Groups, using manipulatives (numicon, counters, cubes) <b>Continuous Provision</b> – role play opportunities, maths planned activities, outside activities					
Reception	Focused Provision	Power Maths Unit 1 - 5		Power Maths Unit 6 – 11		Power Maths Unit 12 - 16	
	Development Matters	<i>PM - Subatise up to 5</i>  <i>PM - Link quantity to number</i>	<i>PM - Recall number bonds to 5</i>  PM - Understand and recall 'one more than/one less than' relationship between consecutive numbers.	<i>PM - Number recognition</i>	<i>PM - Recall of number bonds to 10</i>	PM - Rote count up to and beyond 20  <i>PM - Recall doubling facts</i>	PM - Recall odd and even numbers  PM - Explore how quantities can be distributed equally (sharing)
		<b>Target</b> - <i>M – rote count to 20</i>	<b>Target</b> = <i>M - Number recognition to 10</i>	<b>Target</b> = <i>M – Recall number bonds to 5</i>	<b>Target</b> - <i>M – Recall number bonds to 10</i>	<b>Target</b> - <i>M - recall doubles and halves</i>	<b>Target</b> - <i>M – recall odd and even numbers</i>

	<b>ELG</b>	<b>Mathematics – Number</b> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<b>Mathematics – Numerical Patterns</b> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity .</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
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